



Lomonosov
Moscow State
University



Faculty
of Psychology



Federal Scientific
Center for Psychological
and Interdisciplinary
Research



CHILD IN A DIGITAL WORLD

International
Psychological
Forum

1-2 JUNE
2024

Book of Abstracts

Moscow University Press ● 2024

Lomonosov Moscow State University
Faculty of Psychology

Federal Scientific Center for Psychological
and Interdisciplinary Research

CHILD IN A DIGITAL WORLD

**International
Psychological
Forum**

**2024
1-2 JUNE**

Book of Abstracts

УДК 159.922.7;08
ББК 88.41;94.31

Child in a Digital World: The International Psychological Forum (Online, 1–2 June 2024): Book of Abstracts. — Moscow : Moscow University Press, 2024. — 227 p. — (Electronic book for network distribution).

ISBN 978-5-19-012141-4 (e-book)

The International Psychological Forum “Child in a Digital World” is dedicated to the issues of sustainable development of young children and adolescents in the context of the transformation of childhood caused by the digitalization of modern society. The Forum is initiated by the Federal Scientific Center for Psychological and Interdisciplinary Research in cooperation with the Faculty of Psychology of the Lomonosov Moscow State University and Russian Psychological Society. The Forum is supported by the the Ministry of Science and Higher Education and Ministry of Health of the Russian Federation. The International Psychological Forum “Child in a Digital World” received the auspices of the UNESCO.

**УДК 159.922.7;08
ББК 88.41;94.31**

ISBN 978-5-19-012141-4 (e-book)

- © Authors, 2024
- © Faculty of Psychology of Lomonosov Moscow State University, 2024
- © Federal Scientific Center for Psychological and Interdisciplinary Research, 2024
- © Moscow University Press, 2024

CONTENTS

APPLICATION OF DIGITAL TECHNOLOGIES AND TOOLS IN EDUCATION

Oksana Anisimova, Georgy Mitin. THE USE OF INFORMATION TECHNOLOGIES BY A TEACHER FOR THE EMOTIONAL AND VALUE INVOLVEMENT OF STUDENTS IN THE EDUCATIONAL PROCESS	17
Yuliya Batenova, Oksana Filippova. ORGANIZATION OF CONSTRUCTIVE EMOTIONAL INTERACTION OF PRESCHOOLERS IN THE CONTEXT OF DIGITALIZATION OF EDUCATION	19
Rainner López Brito, Andreina Páez, Jessika Pereira. SMART PHONE IN THE CLASSROOM: EUREKA OR FOUL?	20
Tatiana Bystrova, Ludmila Tokarskaya. CONFLICT-FREE “APPROACHING”: DIGITAL TECHNOLOGIES IN SOCIOCULTURAL PROJECTS FOR SCHOOLCHILDREN	21
Vladimir Chubarovskii, Irina Rapoport, Svetlana Sokolova. MENTAL HEALTH OF ADOLESCENTS IN THE CONTEXT OF DIGITAL TRANSFORMATION OF EDUCATION (PILOT STUDY)	22
Elena Chudinova (Kokhanovich). RECONSTRUCTION OF QUASI-PRACTICAL STUDENT ACTIONS AS A WAY OF DESIGNING A DEVELOPING DIGITAL RESOURCE IN SCHOOL TEACHING.	24
Claudia de la Caridad Valdés Cintra, Lya Borrero de la Cruz. IMPROVEMENT OF INTERPERSONAL RELATIONSHIPS IN PRIMARY SCHOOLS THROUGH THE CONSTRUCTION OF AUDIOVISUALS	25
Anna Iakshina, Igor Shiyan, Evgenii Krasheninnikov-Khait. DIGITAL TOOLS IN PRESCHOOL SETTINGS: DYNAMICS, CHALLENGES AND TEACHERS’ ATTITUDES TOWARDS DIGITALIZATION	26
Olga Legankova, Tatiana Sotsenko. VIDEO MODELING TECHNOLOGY AS A MEANS OF STUDYING THE DEVELOPMENT OF PRESCHOOL CHILDREN IN INTERACTION WITH THEIR PARENTS	27
Anna Mezentseva. MEDIA EDUCATION IN THE CLASSROOM IN THE DISCIPLINE «FOREIGN LANGUAGE».	28

Anastasia Miklyaeva, Nadezhda Sutormina. METACOGNITIVE REGULATION OF READING A SCIENTIFIC TEXT WITH DIGITAL DEVICES (THE CASE OF STUDENTS PERFORMING EDUCATIONAL TASKS)	29
Francisco Manuel Morales-Rodríguez. IMPACT OF DIGITAL TECHNOLOGIES AND TOOLS ON CHILDREN AND ADOLESCENTS.	30
Victor Panov. ECOPSYCHOLOGICAL PREREQUISITES FOR THE DEVELOPMENT OF A PSYCHODIDACTIC CONCEPT OF A DIGITAL TEXTBOOK	31
Svetlana Pazukhina. POSSIBILITIES OF USING VR TECHNOLOGIES IN THE PROCESS OF TEACHING PSYCHOLOGY TO STUDENTS IN PSYCHOLOGICAL AND PEDAGOGICAL CLASSES	32
Svetlana Petrova. TEACHERS' VIEWS ABOUT USING DIGITAL TECHNOLOGIES IN EDUCATION OF INTELLECTUALLY GIFTED STUDENTS	33
Tatiana Poskakalova, Margarita Khusnutdinova. DIGITAL STORYTELLING IN THE MIDDLE SCHOOL: STUDENTS' PERCEPTION AND ACADEMIC PERSPECTIVES	34
Arina Shatskaya. SCHOOL ADJUSTMENT IN THE DIGITALIZATION OF CHILDHOOD.	35
Elena Stakanova. INTEGRATING THINKING SKILLS AND "4Cs" INTO E-LEARNING AND TEACHING ENGLISH.	36
Galina Suvorova. DEVELOPMENT OF A STUDENT'S GRAPHIC WRITING SKILL IN THE DIGITAL WORLD: PROBLEM STATEMENT.	37
Elena Vysotskaya, Anastasia Lobanova, Maria Yanishevskaya. DIGITAL SUPPORT OF STUDENTS' JOINT ACTIONS IN INTRODUCTION TO THE CONCEPT'S ORIGIN: THE CASE OF PROPORTIONALITY	38

MENTAL AND PHYSICAL HEALTH OF A CHILD

Mayya Alyeva, Tatiana Sadovnikova. REPRESENTATION OF INTERPERSONAL RELATIONSHIPS IN CONNECTION WITH FEATURES OF SELF-CONCERT IN ADOLESCENCE	40
Alejandro Gomez Bejarano. ATTENTIONAL GUIDANCE TOWARDS AUDIOVISUAL SYNCHRONY IN CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD): AN EYE TRACKING STUDY.	42
Olga Belous. PRESERVING PERSONAL ECOLOGY IN THE CONTEXT OF SUPPORT OF HUMAN PSYCHOLOGICAL HEALTH	43
Natalia Bolshunova, Ekaterina Ermolova, Olga Ustinova. SOCIO-CULTURAL	

DEVELOPMENT OF CHILDREN AS A BASIS FOR PREVENTING RISKS OF DIGITAL ADDICTION	44
Lovorka Brajkovic, Lea Santl, Vanja Kopilas. NOMOPHOBIA AS A MODERN AGE PHOBIA: CHALLENGE TO THE DIGITAL ERA	46
Viana Ángela Bustos Arcón. PSYCHOLOGICAL INTERVENTION AS A STRATEGY TO PROMOTE MENTAL HEALTH IN CHILDREN	47
Nelly Revollo Carrillo. COMPUTER TOOL FOR NEUROCOGNITIVE STIMULATION IN CHILDREN WITH ADHD	48
Mohamed Azis Pérez Caldevilla, Carolina Balmaseda Niebla, Jennifer Hernández González. COMMUNICATION OF ORAL HEALTH MYTHS ON SOCIAL MEDIA AND THEIR INFLUENCE ON ADOLESCENTS	49
Carla Anauate, Fernanda Esteves. DBT AS EMOTIONAL SUPPORT FOR CHILDREN AND ADOLESCENTS WITH COMPULSIVE AND DISORDERED USE OF ELECTRONIC DEVICES.	50
Svetlana Kuzenko. FAMILY EDUCATION STYLES AND THEIR INFLUENCE ON THE FORMATION OF A CHILD'S PERSONALITY	51
Leonardo Rafael Mass Torres. DIGITAL WORLD: THE CHILD AND PARENTAL BONDING.	52
Margarita Mazmanians. STRUCTURING OF THE SUBJECT-SPATIAL ENVIRONMENT IN THE CHILDREN'S ROOM AS A CONDITION FOR THE DEVELOPMENT OF INDEPENDENCE IN CHILDREN 3 YEARS OLD	53
María Alejandra Morales González. NEUROPSYCHOLOGICAL INTERVENTION IN DEVELOPMENTAL DISORDERS	54
Irina Pankratova. WAYS TO FORM RESILIENCE AS A PERSONAL RESERVE OF A CHILD'S PSYCHOLOGICAL HEALTH	55
Evgeny Rogov. RELATIONSHIP OF PERSONALITY CHARACTERISTICS WITH LONELINESS WHEN A TEENAGER ENTERS A CLOSED EDUCATIONAL ORGANIZATION	56
Anna Sheveleva. OLDER ADOLESCENTS' PREDISPOSITION TO DIFFERENT TYPES OF ADDICTION: THE RELATIONSHIP WITH SOME PERSONALITY TRAITS	58
Maria Sokolova, Irina Ryabkova. CONNECTION BETWEEN THE JOINT PLAY OF A MOTHER AND A PRESCHOOLER AND THE FEATURES OF THEIR CHILD-PARENT INTERACTION	59
Daria Stoyanova, Natalia Ermakova. FEATURES OF SELF-ATTITUDE AND ANTICIPATION IN ADOLESCENTS WITH MILD MENTAL RETARDATION.	60

Aleksander Veraksa, Valeriya Plotnikova, Vera Sukhikh, Dmitry Kornienko, Natalia Rudnova. TRADITIONAL AND DIGITAL PLAY TO ADDRESS PTSD SYMPTOMS IN PRESCHOOLERS: A SYSTEMATIC REVIEW	61
Olga Nikolaeva, Dmitry Shuvalov. PSYCHOLOGICAL COUNSELING ON THE PROBLEM OF AGGRESSIVE BEHAVIOUR	63

DIGITALIZATION IN A CROSS-CULTURAL ASPECT

Sedigheh Ashouri. MASS MEDIA IMPACT ON THE IDENTIFICATION OF THE PRINCIPLE OF BALANCE BETWEEN GIRLHOOD AND BOYHOOD, FOCUSING ON THE CONCEPT OF ENSAN (HUMAN) IN IRANIAN CULTURE	65
Oleg Baksanskiy. DIGITAL HUMANITIES AND COGNITIVE PSYCHOLOGY	67
Larisa Bayanova. CORRELATION BETWEEN BEHAVIOUR CONTROL AND PSYCHOLOGICAL WELL-BEING OF PRIMARY SCHOOL STUDENTS	68
Alexandre Bermous. MULTI-LANGUAGE HYPERTEXT AS A MEDIUM FOR INTERCULTURAL COMPETENCIES DEVELOPMENT	69
Akmaral Davletova, Myxan Perlenbetov, Aigul Yesimbekova. ON THE PROJECT “ORGANIZATION AND IMPLEMENTATION OF ACTIVITIES FOR THE PREVENTION OF AGGRESSIVE, SUICIDAL BEHAVIOUR AMONG CHILDREN AND YOUTH OF THE ALMATY REGION. STRENGTHENING THE INSTITUTION OF FAMILY”	70
Evelyn Fernández Castillo, Anneidy Lamadrid Martínez, Dayessi Riverón Nápoles. PSYCHOEDUCATIONAL PROGRAMME FOR THE APPROPRIATE USE OF SOCIAL NETWORKS BY STUDENTS	72
Lucas Cordeiro Freitas, Letícia Carvalho Leão, Mônia Aparecida da Silva. CROSS-CULTURAL ADAPTATION OF THE SCREENS QUESTIONNAIRE (SCREENS-Q) FOR THE BRAZILIAN CONTEXT	73
Eleni Kazali. PARENTS’ AND CHILDREN’S EXECUTIVE FUNCTIONS: THE ROLE OF PARENT-CHILD TECHNOLOGY INTERFERENCE AND PARENTAL PROBLEMATIC SMARTPHONE USE	74
Pedro Pablo Nápoles Cruz. USE OF TECHNOLOGIES IN THE CUBAN HISTORY CLASS AT THE MULTIGRADE ELEMENTARY SCHOOL	75
Isabel Ríos Leonard, Annia Cano Pérez, Uri Ponce Legrá. CASE STUDY FOR MONITORING AUDIOVISUAL CONSUMPTION IN EARLY CHILDHOOD	76

Dania Yisel Riverón Romero. FAMILY MEDIATION IN THE DIGITAL EXPERIENCE OF PRESCHOOL CHILDREN IN HOLGUÍN CITY, CUBA. . . .	77
Yolanda Rosas. FORMATIVE METHOD OF MULTIPLICATION AND DIVISION ACTIONS IN SCHOOL AGE.	78
Maneela Sirisety, Alexandra Aristova, Ravi Shanker Datti. THE EMOTIONAL INTELLIGENCE IN ADOLESCENTS AND PARENTS' REPRESENTATIONS OF THE INTERNET RISKS: A RUSSIAN-INDIAN STUDY	79
Tri Indah Sari. THE EFFECT OF BODY SHAMING ON TENDENCIES TO ANOREXIA NERVOSA IN ADOLESCENT GIRLS IN SURABAYA.	80
Irina Zakharchenko. VALUE ORIENTATIONS IN THE FORMATION OF INFORMATION CULTURE IN SCHOOLCHILDREN	81

COGNITIVE AND EMOTIONAL DEVELOPMENT OF THE CHILD

Olga Almazova, Daria Bukhalenkova. EDUCATIONAL ENVIRONMENT QUALITY IN KINDERGARTEN GROUPS WITH DIFFERENT NUMBER OF CHILDREN	82
Diana Bogoyavlenskaya. ON THE QUESTION OF THE INHIBITORY OR STIMULATING ROLE OF MOTIVATION IN THE CREATIVE PROCESS. . . .	83
Svetlana Butova. IMPACT OF DIGITAL TOYS ON THE DEVELOPMENT OF PRESCHOOL CHILDREN	84
Liudmila Dikaya. COMMUNICATIVE AND EMOTIONAL FEATURES OF STUDENTS IN IT FIELD.	86
Belén García-Manrubia, Jaime Garcia-Montalban, Inmaculada Méndez. SELF-CONCEPT AND BELIEFS REGARDING MATHEMATICAL PROFICIENCY AMONG PRIMARY SCHOOL STUDENTS	87
Margarita Gavrilova. DO CHILDREN'S EXECUTIVE FUNCTION CORRELATE WITH THE TOYS THEY PLAY WITH?	88
Anna Hernández García, Yaritza García Ortiz, Mailyn González Pérez. RELATION BETWEEN THE PATTERNS OF MOBILE PHONE USE AND TEENAGERS' EMOTIONAL INTELLIGENCE	89
Marina Isachenkova. EXECUTIVE FUNCTIONS IN PRESCHOOLERS WITH VARYING DEGREES OF FAMILIARITY WITH GADGETS.	90
Elena Joukova. FORMING THE BASIC COMPONENTS OF PERSONALITY DEVELOPMENT IN EXTRACURRICULAR ACTIVITIES.	91

Sebnem Kan Guldal, Fahriye Altinay, Zehra Altinay. ANALYSIS OF PSYCHOSOCIAL EDUCATION FOR THE DEVELOPMENT OF CHILDREN. . . 92

Natalia Lvova. PLAYING EXERCISES WITH ELEMENTS OF NON-VERBAL COMMUNICATION AS A MEANS OF ADAPTATION TO PRE-SCHOOL FACILITIES FOR 2–3 YEARS OLD CHILDREN 93

Eveline Miroshnichenko. STUDYING RISK FACTORS OF DIGITAL ADDICTION IN PRIMARY SCHOOL AGE CHILDREN 94

Natalya Mozgovaya. RESILIENCE AND SELF-EFFICACY OF ADOLESCENTS IN OFFLINE INTERACTION 95

Alexandr Nikitin, Yulia Tokareva. EMOTIONAL AND PERSONAL DEVELOPMENT OF PRIMARY SCHOOL AGED CHILDREN ENGAGED IN SWIMMING. 96

Yuliya Novgorodova, Vera Khotinets, Daria Medvedeva. RELATION BETWEEN EXECUTIVE FUNCTIONS AND REGULATION OF ACTIVATION IN CHILDREN WITH DIFFERENT LANGUAGE STATUS AT THE BEGINNING OF SCHOOL EDUCATION 97

Annia Cano Pérez, Uri Ponce Legrá. EVALUATION OF NEUROCOGNITIVE DEVELOPMENT OF EARLY CHILDREN AND ITS RELATIONSHIP WITH AUDIOVISUAL CONSUMPTION 99

Carlos Andres Caldas Quintero. SERIOUS GAMES AND COMPUTER COMPETENCIES DEVELOPMENT: A COGNITIVE VIEW. 100

Shafiee Rad Hanieh, Naderi Mina. CRACKING THE CODE OF IRANIAN PRESCHOOLERS' EMOTION WORD COMPREHENSION: UNRAVELING THE PUZZLE OF INDIRECT VS. DIRECT MEASURES. . . . 101

Olga Stankevich. SKILLS OF PRIMARY SCHOOL STUDENTS TO EXERCISE SELF-REGULATION: AN INTERVIEW OF CLASSROOM TEACHERS. . . . 102

Armand Veleanovici, Ana Madalina Simion. HIGHLY SENSITIVE CHILDREN IN EUROPE. 103

Svetlana Volik, Yulia Tokareva. RAISING A CHILD IN A FAMILY DEPENDING ON THE SEVERITY OF THE TYPE OF MINIMAL BRAIN DYSFUNCTION (MMD) 104

Vera Yakupova. EFFECTS OF POSTPARTUM PTSD ON CHILD SOCIOEMOTIONAL DEVELOPMENT 105

Tatyana Zhilyaeva, Ulyana Nasonova, Ekaterina Tolstobrova. GADGET USE, NONVERBAL INTELLIGENCE, AND COGNITIVE FUNCTIONING IN PRESCHOOL-AGE CHILDREN: PILOT DATA ANALYSIS 107

Svetlana Zholudeva. FEATURES OF AGGRESSION IN ADOLESCENTS WITH DIFFERENT LEVELS OF PREDISPOSITION TO DEVIANT BEHAVIOUR . .	109
---	------------

EDUCATION IN THE DIGITAL ERA

Zehra Altinay, Fahriye Altinay, Dervise Toklu Amca. VALUE ADDING ACTIONS FOR SUSTAINABLE EDUCATION TO NEXT GENERATIONS . .	110
Maydel Angueira Gato, Noslen Palacio Angueira. PEDAGOGICAL PRACTICES ON THE TRAINING OF CHILDREN'S ASSISTANTS	112
Elis Kakoulli Constantinou. LEARNING IN THE ERA OF THE FOURTH INDUSTRIAL REVOLUTION: OPPORTUNITIES, CHALLENGES, AND THE ROLE OF EDUCATORS AND STAKEHOLDERS	113
Natalia Borisenko. ADOLESCENTS' DIGITAL READING (BASED ON DIGITAL TEXT AND HYPERTEXT MATERIAL)	114
Evgeniya Gavrilova. PERSONALITY OR COGNITIVE ABILITY? ANALYSING SUCCESS FACTORS IN THE LINGUISTIC DOMAIN	115
Olga Karabanova. GENERAL EDUCATION IN THE DIGITAL WORLD – PROBLEMS AND PROSPECTS	116
Irina Kashirskaya. MOTIVATION FOR THE AFFILIATION OF STUDENTS WHO PREFER TRADITIONAL OR DISTANCE LEARNING.	118
Ksenia Katkalo, Anna Pecherkina, Georgy Borisov. ACADEMIC SUCCESS AND THE EMOTIONAL WELL-BEING OF A STUDENT	119
Eleonora Lidskaya. PSYCHOLOGICAL SECURITY OF HIGH SCHOOL STUDENTS IN COMMUNICATION WITH CLASSMATES AND TEACHERS	120
Larisa Mitina. TEACHER IN THE ERA OF DIGITALIZATION: RESOURCES AND RISKS	121
Yulia Panyukova, Elena Alexandrova. PSYCHODIDACTICS OF DIGITAL EDUCATIONAL ENVIRONMENT: MODERN RESEARCH DIRECTIONS . .	122
Eduard Patrakov, Natalia Vodopyanova. “PSYCHOLOGICAL COST” IN ADAPTATION OF TEACHERS TO THE DIGITAL ENVIRONMENT. . . .	123
Svetlana Persiyantseva, Sergey Artemenkov. ANALYSIS OF PREDICTORS OF STUDENTS' PSYCHOLOGICAL WELL-BEING.	124
Marina Sergeeva, Irina Pogozhina. MOTIVATIONAL FEATURES OF HIGH SCHOOL STUDENTS AS RELATED TO THE ETHICALITY OF CHOICE WHEN MAKING DECISIONS IN CORRUPTION RISK SITUATIONS	125

Svetlana Shvetsova, Tatyana Mikhailova, Natalya Rusina, Alexandra Smirnova. FRUSTRATED NEED TO ACHIEVE SUCCESS IN EDUCATIONAL ACTIVITIES IN THE FORMATION OF ADOLESCENTS' INTERNET ADDICTION	126
Evgeniya Shishova. DEVELOPMENTAL TRAJECTORIES OF CHILDREN'S PERSONALITY IN VARIOUS EDUCATIONAL ENVIRONMENTS	128
Anastasiya Sidneva. INDIVIDUAL DIFFERENCES OR THE CONTENT OF LEARNING? THE ROLE OF COGNITIVE DIFFERENCES IN THE FORMATION OF ELEMENTARY MATHEMATICAL CONCEPTS BASED ON THE CHAT PRINCIPLES	129
Alberto Antonio Carballo Soca. HAVANA SECONDARY EDUCATION TEACHERS' PERCEPTION OF THE FACILITATION OF DIGITAL COMPETENCES IN ADOLESCENTS	130
Thanos Touloupis. EXAMINING TEXTING IN THE CLASSROOM BETWEEN ADOLESCENTS WITHOUT AND WITH LEARNING DISABILITIES: DO CLASSROOM CLIMATE AND ACADEMIC BOREDOM MATTER? . . .	131
Alla Tvardovskaya, Natalya Novik. SUPPORTING PARENTAL COMPETENCE IN SAFE DIGITAL EDUCATIONAL CONTENT.	132
Irina Ulybysheva. THE DEVELOPMENT OF DIFTED CHILDREN IN THE ERA OF DIGITALIZATION	133
Julia Vostokova. REFLEXIVE PROJECTING RESOURCE OF PERSONAL AND PROFESSIONAL DEVELOPMENT IN FUTURE TEACHERS – PSYCHOLOGISTS: INFORMATION TECHNOLOGY MEANS OF UPDATING	134
Tatiana Yudina, Ekaterina Kashirskaya, Anatoliy Kharkhurin. PROGRAM OF PSYCHOLOGICAL ASSESSMENT FOR EVALUATING THE EFFECTIVENESS OF TRAINING FOR DEVELOPING CREATIVE, INTERCULTURAL, AND PLURILINGUAL COMPETENCIES	135

NEW REALITY – NEW TECHNOLOGIES

Marina Bardyshevskaya. WORK WITH VIDEO RECORDINGS OF PSYCHIC DEVELOPMENT IN THE PROFESSIONAL TRAINING OF CLINICAL PSYCHOLOGISTS	137
Karina Begasheva, Alla Tvardovskaya. MODERN CHILDREN CARTOONS: IS IT POSSIBLE TO FORM FUNCTIONAL LITERACY COMPONENTS WITH THEIR HELP?.	138

Olga Belous, Julia Belous. APPLICATION OF GAMING TECHNOLOGIES IN CAREER GUIDANCE	139
Elena Belova, Natalia Shumakova. PLAYING GAMES WITH PARENTS BY OLDER PRESCHOOLERS: WITH AND WITHOUT DIGITAL DEVICES .	140
Aurelia Vania Diastari. DIGITAL PARENTING IN GENERATION Y (MILLENNIALS) IN FORMING DIGITAL WELL-BEING OF ALPHA GENERATION CHILDREN	141
Vera Dreneva. EXPERIENCE WITH THE DESIGNER OF CORRECTIONAL PROGRAMMES FOR CHILDREN WITH DISABILITIES.	142
Nadezhda Epova. ORGANIZATION OF ONLINE TRAINING CLASSES AT A UNIVERSITY BASED ON THE CONVERGENT EDUCATION PARADIGM.	143
Madelin González Figueredo, Nestor Espinosa Álvarez, Danays Ramírez González, Meyli Borges Castillo. TELEPSYCHOLOGY IN TIMES OF COVID: PROTECTED CHILDREN, ADOLESCENTS AND YOUNG ATHLETES	145
Elizaveta Galperina, Darya Lundina, Tatyana Prosvirina, Natalya Makurina, Olga Kruchinina. EYE TRACKING AS AN APPROACH TO OBJECTIFYING THE ASSESSMENT OF SYNTACTIC DECISION-MAKING IN CHILDREN AND ADULTS.	146
Lyubov Gladkova. INTEGRATION OF SMART TECHNOLOGIES IN THE HIGHER EDUCATION LEARNING PROCESS: WEB PRODUCTS AS TOOLS FOR ENHANCING EDUCATIONAL QUALITY	148
Tatyana Kulikova. DIGITAL EDUCATIONAL CONTENT FOR PSYCHOLOGICAL TRAINING OF SCHOOLCHILDREN IN PROFILE CLASSES	149
Marina Lyubimova, Anastasia Lagutina, Anna Almazova. DIGITAL SPEECH THERAPY: TRAINING OF SPECIALISTS AND DEVELOPMENT OF NEW FORMS OF ASSISTANCE TO CHILDREN AND PARENTS	150
Juanjo Mena. IMMERSIVE LEARNING IN CHILDREN FROM 3 TO 6 YEARS OLD: USE OF ACTIVE TRIANGLES KIDS®	151
Elena Moll. STUDY OF THE «HUMAN–DIGITAL ENVIRONMENT” SYSTEM: DEVELOPMENT OF THE CHILD’S PSYCHE.	152
Irina Osadcheva. STUDY OF THE CHARACTER OF STUDENTS DURING THE PERIOD OF DIGITAL TRANSFORMATION OF EDUCATION WHEN INTERACTING IN THE DYAD “TEACHER – STUDENT”	153

Juan Pedro Martínez Ramón. BUILDING BRIDGES TO SUCCESS: INTEGRATING ARTIFICIAL INTELLIGENCE INTO UNIVERSITY TRAINING FOR WORKING WITH SCHOOLCHILDREN	154
José Angel Santos López, Yusmaray Páez Acanda. BRIEF TO CYBERPSYCHOLOGY AND THE CURRENT STATE	155
Elena Scheblanova. DIGITAL CREATIVITY IN SCHOOL EDUCATION AND ACHIEVEMENTS OF GIFTED STUDENTS.	156
Nadezhda Sutormina. LINK BETWEEN WEB SEARCH AND EXECUTIVE FUNCTION	157
Elena Volkova. DIGITAL TECHNOLOGIES IN EDUCATION AND ADOLESCENTS' PSYCHOLOGICAL WELL-BEING: RESEARCH REVIEW.	158
Eva Yee Wah Wong. INNOVATIVE TECHNOLOGIES – FROM AUGMENTED REALITY TRAILS TO VIRTUAL TEAMS, AND BACK	159

SOCIAL MEDIA IN CHILDREN'S LIVES

Roza Andrianova, Victoria Andrianova. CYBER AGGRESSION IN SHARED GROUP CHATS OF A CLASS OR GROUP COMMUNITY	160
Yoan Grass Arzola, José Luis Gotay Sardiñas, Lazara Anais Granados Guerra. SOCIAL NETWORKS IN THE MANAGEMENT OF THE EDUCATIONAL PROJECT OF A SCHOOL GROUP IN PRIMARY EDUCATION	162
Evgenia Aseeva. PSYCHOLOGICAL SAFETY OF CHILDREN ONLINE	163
Dariana Babyna. BACK TO CHILDHOOD: THE NOSTALGIA EFFECT IN RUSSIAN SOCIAL MEDIA AND PATRIOTIC FEELING	164
Denis Dunas. SOCIAL MEDIA DISCOURSE AMONG YOUTH IN RUSSIA: STRUGGLE FOR TRADITIONAL VALUES?	165
Dana Ermakova, Anastasiya Volchenkova. EMOTIONAL AND SOCIAL INTELLI- GENCE OF ADOLESCENTS IN THE CONTEXT OF DIGITALIZATION	166
Fiorenza Giordano, Valeria Saladino, Stefano Eleuteri. PROBLEMATIC SOCIAL MEDIA USE AND ADOLESCENCE: THE ROLE OF PERCEIVED SOCIAL SUPPORT AND GENERAL SELF-EFFICACY	167
Natalia Ivanova, Natalia Fadina. ON THE CONTENT OF EDUCATIONAL WORK WITH PARENTS ON ORGANISING JOINT VIEWING OF DIGITAL CONTENT WITH PRESCHOOL CHILDREN	168

Tatyana Kochetkova. GROOMING AS A KIND OF ONLINE COMMUNICATION THREAT	169
Oksana Kozhevnikova, Olga Chelyakova. MODERN SCHOOLCHILDREN BELIEFS ABOUT MEDIA LITERACY	170
Tatyana Kulikova. ON ADOLESCENTS' INTERPERSONAL COMMUNICATION IN SOCIAL NETWORKS.	171
Ilya Larin, Tatiana Sadovnikova. SPECIFICS OF COMMUNICATION BETWEEN TEENAGERS AND THEIR PARENTS ONLINE	172
Tatiana Leshkevich. ONLINE "FAST FOOD" AND VISION DESTRUCTION . . .	173
Liushannara de la Caridad Sevilla Rochet. PREVENTION OF MOBILE PHONE ADDICTION IN TEENAGERS	174
Yuliya Makarevskaya. MOTIVES AND RESULTS OF VIRTUAL FRIENDSHIP AMONG TEENAGERS	175
Tatiana Pilishvili. MEDIA PRODUCTS' PERCEPTION BY ADOLESCENTS WITH DIFFERENT INTERPERSONAL ATTITUDES.	176
Eduardo Sandoval-Obando. SOCIAL NETWORKS AND VIDEO GAMES IN CHILDREN AND YOUNG PEOPLE DURING THE POST-PANDEMIC: A GROWING PROBLEM?	177
Svetlana Smirnova, Ekaterina Klopotova. THE INFLUENCE OF POPULAR MEDIA CULTURE ON TOY SELECTION	178
Maksim Struzhkin, Tamara Kuznetsova. THE EFFECT OF SPEECH NOISE ON THE RECOGNITION OF VISUAL STIMULI BY YOUNGER PRESCHOOLERS ON A COMPUTER.	179
Yuri Arnaldo Cutiño Tellez, Eliane Yaima Velázquez Estrada. NETIQUETTES ON THE INTERNET AND SOCIAL NETWORKS AS AN EDUCATIONAL INFLUENCE IN TRAINING AND DEVELOPMENT OF USERS	180

ENVISIONING TOMORROW: UNLOCKING NEW POSSIBILITIES IN CHILDHOOD EDUCATION WITH ARTIFICIAL INTELLIGENCE

Alesya Elupakhina, Olga Antsyrovich. ANIMATION STUDIO AS A MEANS OF MUSICAL EDUCATION FOR PRESCHOOL CHILDREN . . .	181
Catalina Virgen Gómez Parra, Mireysi Perdomo Thompson. LIST OF FAMILIES IN THE "EDUCATE YOUR CHILD" PROGRAM TO CARE FOR CHILDREN WITH DIFFICULTIES IN FINE MOTOR SKILLS AND INTERACTION WITH TECHNOLOGY	183

Carina Soledad González González. AI LITERACY FOR CHILDHOOD EDUCATION	184
Kristina Grigoreva. FAMILY VALUES IN THE DIGITAL AGE: HOW TO USE TECHNOLOGY TO EDUCATE OLDER PRESCHOOLERS.	185
Yesim Kunter. AI AND THE EVOLUTION OF PLAY: FOSTERING IMAGINATION IN KIDS	186
Uri Ponce Legrá, Isabel Ríos Leonard, Annia Cano Pérez. PUBLIC DEBATES WITH MEDIATORS OF EARLY CHILDHOOD AUDIOVISUAL CONSUMPTION, COLLECTIVE CONSTRUCTION SPACES	187
Jinjin Lu. APPLICATION OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGIES IN EARLY CHILDHOOD CENTRES: VOICES FROM EARLY CHILDHOOD TEACHERS AND SENIOR MANAGEMENT TEAMS.	188
Natalya Novik, Diana Zaitseva, Olga Evseeva. “GAMEMIRIUM”: A MOBILE APPLICATION FOR DEVELOPING THE PREREQUISITES FOR MATHEMATICAL LITERACY IN OLDER PRESCHOOLERS	189
Cristian Camilo Osorio Ordoñez, Adrian Marcel Garcia Caicedo, Monica Vargas Prieto. PSYCHOSOCIAL IMPACTS OF THE USE OF DIGITAL DEVICES IN CHILDHOOD	190
Linda Pagani. PROSPECTIVE LONGITUDINAL ASSOCIATIONS BETWEEN EARLY CHILDHOOD SCREEN TIME AND LATER DEVELOPMENTAL RISKS	191
Elizaveta Panfilova, Irina Polikanova. PERSPECTIVE OF USING EYE-TRACKING SYSTEMS IN DIAGNOSTICS OF VISUO-SPATIAL MEMORY	192
Olga Pustovoitova, Natalya Vedeshkina. DEVELOPMENT OF COGNITIVE ABILITIES OF CHILDREN OF SENIOR PRESCHOOL AGE IN A DIGITAL ENVIRONMENT	193
Yanay Rodríguez Cabrera. AUDIOVISUAL CULTURE IN EARLY CHILDHOOD EDUCATORS AND THEIR ABILITY TO RESPONSIBLY MEDIATE AUDIOVISUAL CONSUMPTION IN PRESCHOOL CHILDREN.	194
Olga Rubtsova, Olga Salomatova, Yulia Tokarchuk. ASSOCIATION OF PRESCHOOLERS’ MEMORY AND ATTENTION WITH BOARD GAMES AND DIGITAL GAMES (ON THE EXAMPLE OF “DOBBLE”)	196
Lyubov Vorontsova. DEVELOPMENT OF MORPHOLOGICAL SKILLS IN CHILDREN OF SENIOR PRESCHOOL AGE USING ELECTRONIC EDUCATIONAL RESOURCES.	198

RESEARCH AND PREVENTION OF DIGITAL RISKS

Judiel Reyes Aguilar. GOOD PRACTICES TO PREVENT AND CONFRONT DIGITAL RISKS THAT VIOLATE THE RIGHTS OF CHILDREN AND ADOLESCENTS IN SOCIOCULTURAL PROJECTS	199
Elena Brodovskaya, Vladimir Lukushin. POLITICAL AND PSYCHOLOGICAL ASPECTS OF INFORMATION PRESSURE ON RUSSIAN YOUTH IN INTERNATIONAL TENSIONS: BASIC RISKS AND WAYS OF OVERCOMING THEM.	200
Eliane Yaima Velázquez Estrada, Yuri Arnaldo Cutiño Tellez, Alina Lazara Rodríguez Morales. MORAL QUALITIES DEVELOPMENT WITH AN INCLUSIVE APPROACH FROM SOCIAL NETWORKS. CURRENT CHALLENGE FOR FIRST INSTANCE STUDENTS.	202
Valeria Glazacheva, Anastasiya Volchenkova. PSYCHOLOGICAL FEATURES OF CYBERAGGRESSION IN ADOLESCENCE	203
Candido Alberto da Costa Gomes, Carlos Ângelo de Meneses Sousa, Geraldo Caliman, Susana Emília Oliveira e Sá, Patrícia Helena Carvalho Holanda. ADOLESCENTS, SCHOOL VIOLENCE, AND CYBERBULLYING	204
Konstantin Kiselev. PSYCHOLOGICAL INFLUENCE OF AN ONLINE SEXUAL GROOMER ON A MINOR VICTIM	205
Artur Rean, Ivan Konovalov. PEDAGOGICAL SOCIAL PERCEPTION OF ADOLESCENT AGGRESSION.	206
Svetlana Kucherenko. INFORMATION STRESS AND EMOTIONAL WELL-BEING OF TEENAGERS IN THE DIGITAL ERA	207
Alesya Lanovaya, Eugenia Fadeeva. PSYCHOLOGICAL PREDICTORS OF PROBLEMATIC SOCIAL MEDIA USE AMONG ADOLESCENTS	208
Mohamed Azis Pérez Caldevilla, Lauren de la Caridad Donate Menéndez, Roberto Sergio Granado Abreu. MEDIA AND ITS INFLUENCE ON GENDER REPRESENTATIONS IN ADOLESCENTS	210
Nataliya Levitskaya, Kseniia Konoshenko, Svetlana Belova. THE VIRTUAL WORLD: BENEFITS AND HARMS	211
Irina Luchinkina, Pavel Ermakov. IDENTITY IN THE AGE OF DIGITAL CHALLENGES: MODELS AND PRACTICES	212
Inmaculada Méndez. BULLYING AND CYBERBULLYING: PREVENTION AND INTERVENTION	214

Anna Orlova, Liudmila Regush, Elena Alekseeva. INTERNET ENVIRONMENT AS A SOURCE OF PSYCHOLOGICAL PROBLEMS AND A COPING RESOURCE FOR TEENAGERS	215
Irina Petrochenko. COGNITIVE AND AFFECTIVE PREDICTORS OF ADOLESCENT CYBER COMMUNICATION ADDICTION.	216
Maria Reshetilova, Vlada Sytnik. TRANSFORMATIONAL GAMES AS PREVENTION FOR TEENAGERS: HOW NOT TO BECOME A VICTIM OF THEIR OWN RISK	217
Manuel Segura Berges, Carlos Hernando Callejo, Eduardo Ianga Manchón. QUALITATIVE ANALYSIS OF SCHOOLCHILDREN'S PERCEPTION OF DIGITAL RISKS	218
Margarita Sokolova, Yulia Tokareva. PSYCHOLOGICAL SUPPORT IN THE DIGITAL EDUCATIONAL ENVIRONMENT OF THE MARITIME COLLEGE: PROBLEM ANALYSIS AND RISK ASSESSMENT	219
Zarema Sovmiz. INTERRELATION OF COMMUNICATIVE AND ORGANISATIONAL APTITUDES OF ADOLESCENTS WITH INTERNET ADDICTION	220
Anna Tarasova. DIGITAL LEGAL PERSONALITY OF THE CHILD: A MULTIDISCIPLINARY APPROACH.	222
Sofya Tarasova. IDENTIFYING SELF-AGGRESSION MARKERS ON THE INTERNET	223
Diego Vergara. FACTORS INFLUENCING BULLYING IN EARLY CHILDHOOD EDUCATION	224
Anastasiya Volchenkova, Anatoliy Karpov. SPECIFICS OF RISK READINESS IN TEENAGE GAMERS	225
Anastasia Zagumennaya, Anastasiya Volchenkova. SOCIALIZATION OF TEENAGERS IN THE DIGITAL AGE	226

APPLICATION OF DIGITAL TECHNOLOGIES AND TOOLS IN EDUCATION

THE USE OF INFORMATION TECHNOLOGIES BY A TEACHER FOR THE EMOTIONAL AND VALUE INVOLVEMENT OF STUDENTS IN THE EDUCATIONAL PROCESS

Oksana Anisimova

Research Associate, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

e-mail: anisimov@mail.ru

Georgy Mitin

Leading Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

Abstract: Psychological research into the personal and professional development of teachers is focused on the study of their involvement in teaching activities and their ability to involve students who become more successful in educational activities. Involved teachers become more effective. Purpose. The study investigates the psychological content of the resource complex “engagement – involvement”. Another goal is to identify the psychological means of resource development and actualization. Participants. Students (n=110), school teachers (n=34), high school students (n=118) took part in the study. Methods. The study was carried out in two stages. A special methodological program was developed for each stage. Methods of statistical data processing were used. Results. The specific content of the complex of “engagement – involvement” has been revealed. It was determined that teachers of the developmental model (22.9%) are distinguished by their pronounced involvement and ability to involve students in educational activities, in contrast to teachers of the adaptive functioning model (77.1%) with low indicators of this complex and high indicators of professional deformations. Students (more than 70%) are characterized by signs of procrastination and learned helplessness, the formation and consolidation of which occurs due to constant school failures caused by professional deformations of teachers. Psychological means that contributed to the actualization of the “engagement–involvement” complex as a resource for the personal and professional development of teachers and students were identified. Digital technologies

used by teachers contribute to the development of cognitive functions, provide a charge of positive emotions (gamification, VR, storytelling, etc.) and support students' involvement in the learning process. Conclusions. The results of the research showed that engagement and involvement are the resource complex that determines personal and professional development in teachers and students. A new technological solution, which has proven its effectiveness in experiments and is recommended for implementation in the educational process, has been proposed for updating this complex.

Keywords: Personal and professional development, engagement, involvement, teacher, students, resource complex

DOI: 10.61365/forum.2024.001

ORGANIZATION OF CONSTRUCTIVE EMOTIONAL INTERACTION OF PRESCHOOLERS IN THE CONTEXT OF DIGITALIZATION OF EDUCATION

Yuliya Batenova

Associate Professor, Department for Pedagogy and Psychology of the Childhood, South Ural State University, Russia.

Oksana Filippova

Student, South Ural State Humanitarian-Pedagogical University, Russia.

Abstract: In the modern world, due to the rapid pace of information technology development and the great attention to this problem in the field of education, the social and emotional spheres of human development are fading into the background. This implies the importance of developing social emotions in the context of digitalization of society. However, these processes can also coexist if the educational process is competently built, starting from preschool age. The purpose of this study is to identify possible ways of constructive interaction between adults and children, children with each other in the digital space, taking into account the inclusion of various types of joint activities for emotional interaction. The research used the following methods: test “Diagnosis of children’s abilities to partner dialogue” by A. M. Shchetinina; questionnaire for parents to determine computer addiction in older preschoolers by V. G. Pisarev. The study involved 65 children of senior preschool age. Based on V. G. Pisarev’s questionnaire, a questionnaire was created for parents to determine computer addiction. The pilot study showed that the level of social emotions in most children is at an average level, while the degree of computer dependence on the reaction of parents in most children is at a high level. This suggests the need to create effective pedagogical conditions for children to interact with peers and adults outside of digital activities. As a result, requirements and recommendations have been developed for further use both in professional activities by teachers and parents. The proposed methodological recommendations are aimed at developing the child’s social emotions, and the joint use of the material will lead to an even faster achievement of mutual understanding between an adult and a child within the framework of this task. The research was carried out with the support of a grant from the Russian Science Foundation № 23-28-10173, <https://rscf.ru/project/23-28-10173/>.

Keywords: information and communication technologies, social emotions, cognitive processes, psychological and pedagogical support

DOI: 10.61365/forum.2024.002

SMART PHONE IN THE CLASSROOM: EUREKA OR FOUL?

Rainer López Brito

Director of the School of Education, Metropolitan University, Venezuela.

Andreina Páez

Education Student, Metropolitan University, Venezuela.

Jessika Pereira

Education Student, Metropolitan University, Venezuela.

Abstract: The use of mobile phones in the classroom is a topic that has generated a lot of controversy in recent years. On the one hand, some argue that mobile devices can be a useful tool for learning, allowing access to relevant information in real time and encouraging interaction between students. On the other hand, there are also those who point out that excessive use of mobile phones in class can distract students from the subject, affect their academic performance and create an unhealthy dependency dynamic. In this research, a documentary approach was maintained, for which different bibliographic sources were consulted on the benefits and disadvantages of the use of mobile phones in face-to-face classes, with the aim of better understanding how this device can influence the teaching and learning process, becoming one of the most widely used resources worldwide.

Keywords: ICT, distraction, technology

DOI: 10.61365/forum.2024.003

CONFLICT-FREE “APPROACHING”: DIGITAL TECHNOLOGIES IN SOCIOCULTURAL PROJECTS FOR SCHOOLCHILDREN

Tatiana Bystrova

Professor, Ural Federal University named after the first President
of Russian Federation B. N. Yeltzin, Russia,
e-mail: taby27@yandex.ru

Ludmila Tokarskaya

Associated Professor, Ural Federal University Named After the First President
of Russian Federation B. N. Yeltzin, Russia.

Abstract: Preserving the mental health of schoolchildren, including the level of their sensory well-being, as well as the goal of cultural institutions seeking to involve visitors in their practices, require evidence-based solutions. We have identified and tested some steps to develop digital products adapted to the needs of urban schoolchildren of different categories already at the pre-project stage. Purpose of the study. Based on the parameters of sensory well-being during contact with interfaces, to clarify the algorithm for the adaptive design of digital products addressed to schoolchildren of different categories, who are included in sociocultural processes (game practices, immersive practices in the museum, involvement, joint creativity). Research methods. At the first stage, J. Brook’s SUS method helps to identify interfaces of existing digital sociocultural products that are difficult to perceive. Further, the survey (the author’s methodology) shows ways to adjust these elements taking into account the reactions of the target audience, recommendations from specialists in sensory well-being, as well as their adaptation to digital and paper versions of the products. Post-project analysis helps test the resulting options to ensure they can be scaled up. Sample. 12 children of different ages with mild degrees of mental disorders and ASD and 24 normotypical children from schools in Yekaterinburg. Conclusion. The authors show the use of the results of survey to help determine the parameters of games and applications on sociocultural topics that take into account indicators of sensory well-being as much as possible. The article presents a number of original products made on the adaptive approach basis. Specific attention is paid to the development of several trajectories of such products, among which, there must be a “paper” version in addition to the digital ones. It is concluded that design algorithms for school-age children with disabilities and normotypical children are highly similar.

Keywords: schoolchildren, sensory well-being, digital sociocultural products, adaptive design, SUS-method, design survey of the target audience, post-project analysis, multi-trajectory

DOI: 10.61365/forum.2024.004

MENTAL HEALTH OF ADOLESCENTS IN THE CONTEXT OF DIGITAL TRANSFORMATION OF EDUCATION (PILOT STUDY)

Vladimir Chubarovskii

Chief Researcher, Federal Budgetary Institution «FNTSG named after F. F. Erisman»
of Rospotrebnadzor, Professor at Sechenov University, Russia.

Irina Rapoport

Chief Researcher, Professor, Federal Budgetary Institution «FNTSG named after
F. F. Erisman» of Rospotrebnadzor, Russia.

Svetlana Sokolova

Chief Researcher, Federal Budgetary Institution «FNTSG named after F. F. Erisman»
of Rospotrebnadzor, Russia.

Abstract: Currently, the prevalence of borderline mental disorders and the factors influencing their formation have not been sufficiently studied. Objective is to study the prevalence of mental health disorders, internet addiction (IA) in students, in the context of digital transformation of general education for the subsequent development of preventive measures. Research methods and sampling. 159 tenth-graders of an educational organization in Moscow were examined. An anonymous online survey of students was conducted to identify complaints about health disorders and risk factors for the development of IA. A personalized examination of the same students by a psychiatrist followed. The online questionnaire includes the international Chen questionnaire to identify IA and The Social Media Disorder Scale to identify dependence on social networks. Nonparametric statistical methods were used. Results. It has been established that the mental health of tenth-graders is characterized by a high prevalence of neurotic disorders and somato-vegetative disorders due to intensification of training and daily-prolonged use of electronic screen devices, the Internet and social networks. According to Chen's questionnaire, data was obtained that 66.3% of students have a propensity for Internet and 18.8% have IA. Clinical study showed the absence of students with a set of symptoms reaching the level of addiction. In 23.8% of students, a tendency to IA was revealed, manifested by one or more symptoms. It was found that among tenth-graders with a tendency to IA compared with peers without this tendency (76.3%), the prevalence of complaints about well-being disorders and certain risk factors is statistically significantly higher. Conclusion. Long-term use of the Internet by students can be largely forced due to digital transformation and the intensification of the educational process. The methodology for identifying Internet addiction requires further

improvement, taking into account the peculiarities of teaching different contingents of adolescents.

Keywords: tenth-graders, specialized training, mental health, Internet addiction, well-being, health risk factors

DOI: 10.61365/forum.2024.005

RECONSTRUCTION OF QUASI-PRACTICAL STUDENT ACTIONS AS A WAY OF DESIGNING A DEVELOPING DIGITAL RESOURCE IN SCHOOL TEACHING

Elena Chudinova (Kokhanovich)

Leading researcher, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

e-mail: chudinova_e@mail.ru

Abstract: To make the global digitalization of education more than just a change in the format of education it is necessary to equip the developers of digital educational resources (DER) with an understanding of the creation principles that organize meaningful learning activities. The aim of the study was to create the design of a digital resource aimed at the development of a scientific concept and testing of its effect. The methods of the research were: • subject and logical-psychological analysis of the concept (osmosis), • case study: the construction and testing of DER in experimental teaching, • diagnostics of the concept development using SAM method (118 thirteen-fourteen years old students of a Moscow school). It was shown that identifying the substantive concept content and defining actions in the course of which a student is able to make the necessary distinctions, test hypotheses, find language adequate to their actions, and receive meaningful feedback on their actions, makes it possible to create a scenario of DER that effectively and consistently supports the formation of a scientific concept. The effectiveness of the formation was confirmed by comparing the solvability of the three-level task on the concept of osmosis (using the SAM methodology) - 59% in the experimental classes and, respectively, 38% in the control classes. The effectiveness of DER is also confirmed by its long-term demand in teaching: all teachers working with this programme use it systematically. Thus, the following principles should underlie the design of effective DERs that support scientific concepts formation: • subject analysis, determining the ways of concept development; • logical-psychological analysis, identifying the possible structure of children's actions; • determining the place of the digital resource, i.e. those quasi-practical actions that should be supported by it, as opposed to actions that do not require virtual substitution; • designing meaningful feedback on the child's actions.

Keywords: school education, developing digital resource, subject analysis, logical-psychological analysis, development of scientific concepts

DOI: 10.61365/forum.2024.006

IMPROVEMENT OF INTERPERSONAL RELATIONSHIPS IN PRIMARY SCHOOLS THROUGH THE CONSTRUCTION OF AUDIOVISUALS

Claudia de la Caridad Valdés Cintra

Student, University of Pedagogical Sciences Enrique José Varona, Cuba.
e-mail: Claudiy2003@gmail.com

Lya Borrero de la Cruz

Full Professor, University of Pedagogical Sciences Enrique José Varona, Cuba.

Abstract: The creation of audiovisuals in primary education can improve interpersonal relationships and children's participation in the learning process. Children are able to express themselves and share their ideas, which encourages their creativity and gives them a sense of empowerment and responsibility in their own learning. Additionally, they can learn valuable technical skills for the future such as video editing and using production software. The creation of audiovisuals is an effective and valuable educational strategy that can have a positive impact on the social and emotional development of children. Objective of the study is to assess some theoretical references on interpersonal relationships and their development through audiovisuals. Research methods included theoretical methods such as historical-logical, analysis-synthesis and inductive-deductive methods, in addition to the empirical method of observation. Sample. A sample of ten theoretical references was analyzed. The result was that information and communication technologies, especially audiovisuals, can contribute to the improvement of interpersonal relationships. Results. The construction of audiovisuals encourages creativity and gives schoolchildren a sense of empowerment and responsibility in their own learning. By creating their own videos, children can also learn technical skills such as video editing and using production software, giving them valuable skills for the future. Conclusions. Creation of audiovisuals so that children learn to improve their interpersonal relationships by seeing themselves can be an effective educational strategy. Technological advances have allowed audiovisuals to become increasingly accessible and easy to produce, which has led to the creation of new forms of communication and artistic expression that can be carried out by schoolchildren themselves.

Keywords: audiovisual, Primary Education, development

DOI: 10.61365/forum.2024.007

DIGITAL TOOLS IN PRESCHOOL SETTINGS: DYNAMICS, CHALLENGES AND TEACHERS' ATTITUDES TOWARDS DIGITALIZATION

Anna Iakshina

Junior researcher, Moscow City University, Russia.
e-mail: anna.iakshina@gmail.com

Igor Shiyan

Head of Laboratory of child development, Moscow City University, Russia.

Evgenii Krasheninnikov-Khait

Juniour researcher, Moscow City University, Russia.

Abstract: One of the key challenges of ECE is the integration of digital devices into the educational process as a means of expanding children's learning opportunities and teacher-child interaction, rather than replacing it (Saljo, 2022). In international preschool practice, digital tools are widely used: in organizing play environment (Marsh et al., 2016, Fleer, Rai, 2023) and play-based education (Verenikina et al., 2016, Gillen, Kucirkova, 2018). In Russia, despite the increasing digitalization and the growing availability of gadgets for preschoolers, in preschool education there remains a contradictory attitude towards the use of digital technologies (Soldatova, 2018, Rubtsova et al., 2021). This study aims to analyze the dynamics of the use of digital tools in kindergartens over the past 5 years, to identify teachers' perspective on learning and play and the integration of digital tools into the educational process. The sample includes 184 preschool classrooms; the digital environment quality was assessed with ECERS-3 (item 27 "Appropriate use of technology"). 30 preschool teachers participated in semi-structured interviews, and 10 video-cases of using digital devices in the educational process with preschoolers were analyzed. Informed consents were obtained from all the participants; the data were anonymized. A comparative analysis of the average scores by each year showed that there are no qualitative and quantitative changes in relation to the use of digital tools in the educational process: 86.4% of teachers do not use digital tools, an unsatisfactory level of quality of use was recorded in 8.8% of preschool groups, minimal – 4.3%, good – 0.5%. Analysis reveals 2 trends: avoidance or formal use without taking into account the age specifics and children's interests. Prohibitive and restrictive policies regarding the use of digital devices by preschoolers are widespread. Teachers lack instruments for integrating digital technologies into preschool practice as cultural tools that expand children's learning opportunities.

Keywords: digital tools, digitalization, teachers' perspective, ECE, ECERS

DOI: 10.61365/forum.2024.008

VIDEO MODELING TECHNOLOGY AS A MEANS OF STUDYING THE DEVELOPMENT OF PRESCHOOL CHILDREN IN INTERACTION WITH THEIR PARENTS

Olga Legankova

Head of the Department, Maxim Tank Belarusian State Pedagogical University,
Belarus.

Tatiana Sotsenko

Head of the Department of Preventive Care, Maxim Tank Belarusian State
Pedagogical University, Belarus.

Abstract: The relevance of using visual methods is connected with the growing interest in studying and recording the achievements and life experience of children. The aim of the study is to substantiate the use of video modeling to study the development of preschool children in interaction with their parents. The creation of video materials from the point of view cultural-historical approach (L.S. Vygotsky) can be considered as a transition of the experience of presence into the sign mediation of life experience. Joint activities between children and parents in the process of organized creation of video materials can be developmental and enriching (A.V. Zaporozhets). The use of video modeling technology implied fixation of organized child-adult interaction in different types of activities. Based on home-recorded videos prepared by the parents of the pupils, videos were presented where the child performs the proposed tasks in three types of activities for each area of development. The prepared materials were tested on a sample of students (n=86), who have experience in teaching and parenting. Respondents watched a total of 1 video, lasting up to 15 minutes for each developmental area. The analysis of the quality assessment of the prepared videos showed that the best options for analyzing the results of child development are videos where the child is represented as a subject of activity while demonstrating social, moral, personal and speech development: they independently organize play activities, shows and regulates speech and thinking activity, and expresses specific ideas about the world. It was more difficult to record self-control of physical activity, analysis and self-analysis of the emotional sphere, organization of interaction with peers and adults. The experience demonstrated that identified difficulties act as a potential for the development of actual stories for the organization of productive interaction in different spheres of child development and criteria for their analysis.

Keywords: video modeling technology, preschool age, interaction, parents, educators

DOI: 10.61365/forum.2024.009

MEDIA EDUCATION IN THE CLASSROOM IN THE DISCIPLINE «FOREIGN LANGUAGE»

Anna Mezentseva

Junior Professor, Sevastopol State University, Russia.

Abstract: The personality of students is formed in modern conditions largely under the influence of the flow of visual media. The formation of media competence is possible through the inclusion of elements of media education in the content of the discipline “Foreign language” (integrated media education). It can be argued that the subjects “Foreign language” and “Media Education” can be combined, since they have a common genesis. They are based on the idea of communication. Currently, the discipline of “Foreign language” is implemented through text formats, which by its nature also applies to communication. Mass communication is a kind of communication. With the help of media education, it is possible to perceive foreign-language screen works. Modern students prefer video and television to reading. The purpose of the study is to substantiate the need for the use of media education. Methods of analysis included content analysis of literature on the research topic, study, description, questionnaire, observation. We conducted a survey on teachers, teachers and methodologists of educational institutions on the topic: “What does the media mean to you?”. As a result of the survey, we concluded that electronic on-screen media are currently the most widespread among young people. Through them, the younger generation receives patterns of behaviour, lifestyle, and also learns foreign languages. That is, we say that teaching various speech genres and forms can take place on the basis of videos in a foreign language. We actively use cartoons in our Foreign Language classes. Cartoons help to train listening skills: after watching the cartoon, it is suggested to perform a number of tasks on the content understanding. The method of conducting a lesson with watching a movie is given.

Keywords: media education, in the classroom, foreign language

DOI: 10.61365/forum.2024.010

METACOGNITIVE REGULATION OF READING A SCIENTIFIC TEXT WITH DIGITAL DEVICES (THE CASE OF STUDENTS PERFORMING EDUCATIONAL TASKS)

Anastasia Miklyeva

Professor, Herzen State Pedagogical University, Russia.
e-mail: a.miklyeva@gmail.com

Nadezhda Sutormina

Researcher, Herzen State Pedagogical University, Russia.

Abstract: The wide integration of digital technologies into the educational process actualizes the problem of assimilation of knowledge obtained using various technical devices, as well as effective ways of metacognitive regulation in this process. The purpose of the study is to identify the ways of the metacognitive regulation during reading a scientific text with digital devices (using the example of students performing educational tasks). Methods and sample. The experiment involved 45 students aged 18–21. Students read a scientific article from paper, as well as from a smartphone or computer screen. Eye tracking technology provides the data about the time spent for working with the text, the number of fixations and their average duration. In addition, students completed a questionnaire describing their metacognitive regulation while being engaged with the text. Results. The time for working with the text, the number of fixations and their average duration among the three experimental groups are positively correlated with the awareness of difficulties in the reading process and effort to overcome them ($0.48 \leq r_s \leq 0.65$). At the same time, students who worked with a smartphone more likely reported the regulation of difficulties with memory and attention, and those who worked with a computer screen and paper reported the regulation of difficulties related to understanding the meaning of the text. Conclusion. The authors suggest that students use different strategies of metacognitive regulation when reading scientific texts using different digital devices. This conclusion underscores the need for a differentiated investigation into the assimilation of information presented across different media: paper, computer screens, and smartphones.

Funding: The research was supported by an internal grant of the Herzen State Pedagogical University of Russia (project No. 23VG).

Keywords: Metacognitive regulation, reading, scientific text, digital devices, students

DOI: 10.61365/forum.2024.011

IMPACT OF DIGITAL TECHNOLOGIES AND TOOLS ON CHILDREN AND ADOLESCENTS

Francisco Manuel Morales-Rodríguez

Department of Educational and Developmental Psychology, Faculty of Psychology,
University of Granada, Spain.
e-mail: fmmorales@ugr.es

Abstract: The conference paper firstly encompassed a theoretical analysis of the main models from psychology and recent studies that show the impact of digital technologies in terms of their advantages, disadvantages and the appropriate pedagogical use in the school, family and socio-educational context. Some data related to an empirical study carried out by the author of this work have also been presented. This study addresses the impact of digital technologies on children and adolescents, especially with regards to their attitudes towards the use of the mentioned technologies, for the improvement of teaching and learning process within Spanish educational context. Amongst the results, the motivational factor and the considerable usefulness of these technologies in teaching and learning process can be highlighted if they have an appropriate pedagogical objective that is adapted to each age-group's cognitive requirements. Additionally, the importance of the playful element of this type of technology based on images and not only on words for educational purposes, and other potential uses such as the didactic focus of different computer applications, must also be highlighted. Moreover, the results show that these technologies can be used for all kinds of diversities in one way or another, to educate in values and to contribute into a better coexistence. Finally, from a reflective position, some suggestions and recommendations have been made with the aim of supporting psychoeducational guidance and intervention to prevent and treat possible digital risks, such as the ones associated with technology addiction within the educational and family context. Great attention must be paid so that such risks are not increased by the use of these digital technologies, especially at that stage of development in which the executive functions are still developing.

Keywords: digital technologies, digital tools, children, adolescents

DOI: 10.61365/forum.2024.012

ECOPSYCHOLOGICAL PREREQUISITES FOR THE DEVELOPMENT OF A PSYCHODIDACTIC CONCEPT OF A DIGITAL TEXTBOOK

Victor Panov

Chief of the Laboratory, Federal Scientific Center for Psychological
and Interdisciplinary Research, Russia.
e-mail: ecovip@mail.ru

Abstract: The problem of conceptual development and practical testing of a digital textbook is interdisciplinary in nature, as it lies at the intersection of didactics, psychodidactics, ecopsychology of the educational environment and the cybernetic approach to learning. In collaboration with specialists from these disciplines, fragments of a digital textbook based on interdisciplinary theoretical premises were developed and tested (Panov, Rubashkin, Kondratyeva, Borisenko, 2023). The concept of an interactive textbook on the Russian language served as a psychodidactic prerequisite (Granik, Borisenko, 2021). The ecopsychological model of the formation of subjectivity and the ecopsychological typology of subject-environment interactions were used as ecopsychological prerequisites (Panov, 2014). The third prerequisite was the experience of using the cybernetic approach in the form of the digital educational platform “Teaching to Learn” (Kondratieva, Rubashkin, 2020). The systematic use of these prerequisites made it possible to develop a set of interactive tasks aimed at developing the subjectivity of students in the process of their interactions with the digital platform “Teaching to Learn.” As a result of testing, it was found that the teacher gets the opportunity to interactively manage the educational process, making students’ interactions with digital educational material subjective, productive and interactive. As a result, it was shown that with such an interdisciplinary approach, a digital platform can become not only an effective means of posting digital textbook materials, but also a psychological and pedagogical tool for developing students’ subjectivity and communicative abilities.

Keywords: digital textbook, prerequisites, psychodidactics, ecopsychological, digital educational

DOI: 10.61365/forum.2024.013

POSSIBILITIES OF USING VR TECHNOLOGIES IN THE PROCESS OF TEACHING PSYCHOLOGY TO STUDENTS IN PSYCHOLOGICAL AND PEDAGOGICAL CLASSES

Svetlana Pazukhina

Head of the Department of Psychology and Pedagogy, Tula State Lev Tolstoy
Pedagogical University, Tula, Russia.
e-mail: pazuhina@mail.ru

Abstract: When organizing the activities of schoolchildren in specialized psychological and pedagogical classes, it is necessary to equip them with the most advanced methods, organizing professional tests and acquiring specific experience through immersion in a new digital reality. Purpose of the work is to study the possibilities of using VR technologies in the process of teaching psychology to students in psychological and pedagogical classes. Research methods include analysis, synthesis, generalization, and questioning. Sample consists of psychology teachers of 38 classes of psychological and pedagogical orientation in the city of Tula and the Tula region. Main results. Possible areas for the use of VR technologies in teaching psychology are highlighted: visualization of abstract psychological concepts, virtual excursions to psychological laboratories, acquaintance with specific psychologists of the past and present, virtual participation in psychological experiments, virtual games for training professionally significant skills; immersion in school reality; trying oneself as a teacher; creating lesson projects; using immersive methods; visiting specialized virtual exhibitions, bookstores; virtual visit to the university, etc. Conclusion. Using the capabilities of VR technologies can significantly affect the increase in the efficiency of the learning process and the development of cognitive interests of students in psychological and pedagogical classes in the specialized discipline of psychology.

Funding: Materials were prepared as part of the state assignment of the Ministry of Education of Russia on the topic “Scientific and methodological foundations for creating digital educational content for psychological training in pedagogical classes” (No. 073-00033-24-01 dated 02/09/2024)

Keywords: VR technologies, psychological and pedagogical classes, specialized training, teaching psychology

DOI: 10.61365/forum.2024.014

TEACHERS' VIEWS ABOUT USING DIGITAL TECHNOLOGIES IN EDUCATION OF INTELLECTUALLY GIFTED STUDENTS

Svetlana Petrova

Senior Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

Abstract: Digital technologies have now become essential components of school education for all students with various educational needs and characteristics, and also provided new opportunities and resources for education of intellectually gifted students to take into account their unique cognitive and personal needs. At the same time, the key factors of effective gifted education are the teachers' professional readiness and motivation to create the differentiated environment, methodologies, and curriculums, using these technologies. Due to the relevance of studying these issues, we researched the teachers' attitudes toward using digital resources in school education of intellectually gifted students. Semi-structured interviews were conducted with 28 Moscow school teachers (Master's degree students) on their beliefs about the educational needs of intellectually gifted adolescent in the context of digital technologies in order to interconnect teachers and students. In general, the respondents emphasized efficiency of digital technologies, such as autonomy, distance (online) learning, discussion, competitions, and so on, in teaching and supporting intellectually gifted schoolchildren, their especial curiosity, diverse interests, high abilities, and high expectations (from self and others). The frequently mentioned benefits were availability of distant materials and consultants, like-minded persons for school and home work, and extracurricular activities. Possible challenges and negatives of using digital technology by gifted schoolchildren at different ages were also considered. Although all respondents indicated positive perceptions of digital technology education in the classroom or at home, most of them worried about their inadequacy of technological preparation and excessive time for development of educational materials. Our data show that the teachers need greater support in the production of digital curriculums and materials as well as their adaptations for gifted students in different educational situations.

Keywords: digital technology, school education, intellectually gifted, teacher

DOI: 10.61365/forum.2024.015

DIGITAL STORYTELLING IN THE MIDDLE SCHOOL: STUDENTS' PERCEPTION AND ACADEMIC PERSPECTIVES

Tatiana Poskakalova

Researcher, Moscow State University of Psychology and Education, Russia.
e-mail: poskakalova@gmail.com

Margarita Khusnutdinova

Senior Researcher, Moscow State University of Psychology and Education, Russia.

Abstract: Digital storytelling (J. Lambert) is an interdisciplinary tool that helps teachers to personalize educational process and students to acquire learning material better, improve 21st century skills and develop agency. It implies narratives and animated presentations of ideas, created by students with the use of computer-based tools. The work on a digital story improves students' computational thinking skills and multimodal literacy, associated with visual perception, understanding and responding to digital and multi-media texts. In order to study learning potential and students' perception of such educational technology the research was conducted by The Center for Interdisciplinary Research on Contemporary Childhood in March, 2024. It was completed on the basis of School №4 in Kashira within the government assignment «Development of technology for overcoming adolescent risks: school theater based on role-playing experimentation». 48 adolescents took part in 8 lessons in Fine Arts. After reading “Letters about the good and beautiful” by Dmitriy Likhachev, they figured out the appropriate statements to develop them into digital stories of moral choice. Having sketched the plots of their stories in pencil, the schoolers worked on animated films in stop-motion technique. That work included drawing scenery and characters, taking and editing photos, processing photos into short animated films, adding sound and subtitles. Adolescents completed 12 digital stories. Due to their 41 reflective journals, filled in the form of open-ended questions, they mostly experienced interest, pleasure and fun at the lessons. Adolescents wrote that they learned to work in teams, be attentive to others and overcome interaction challenges. They found difficult to come up with visual metaphors and story plots, but all their new skills might be practical for other school projects. To conclude, digital storytelling may be incorporated into the curriculum to update and enhance studying as well as bridge Literature, IT and Fine Arts together.

Keywords: digital storytelling, adolescents, stop-motion animation

DOI: 10.61365/forum.2024.016

SCHOOL ADJUSTMENT IN THE DIGITALIZATION OF CHILDHOOD

Arina Shatskaya

Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

e-mail: arina.shatskaya@mail.ru

Abstract: Digital device usage among children is increasing every year (Scott, 2022). Preschoolers are regularly interacting with gadgets daily (Konca, 2022). This raises concerns about how digital experiences impact on the child school readiness and adaptation to school educational environment. The purpose of the present study was to investigate the relationship between the gadget usage frequency among first-grade students and their level of school adjustment. The final sample consisted of 232 first-grade students from Moscow ($M = 70.2$ months, $SD = 3.94$). A semi-structured interview was conducted with each participant to determine their gadget usage time (in hours). Simultaneously, the study employed the school adjustment scale for teachers: 16 statements regarding child's cognitive problem-solving, self-regulation, communication, and emotional comfort to diagnose the school adaptation level. Additionally, teachers provided information on each student's academic proficiency in mathematics, Russian language, and reading. Analyzing the obtained data using One-Way ANOVA, it was found that there are significant differences in the school adjustment level among children who use gadgets with different frequencies ($F = 3.86$, $p = 0.027$). The study also revealed that the more hours a child spends using gadgets during the day, the lower their integral school adjustment score is ($r = -0.191$, $p = 0.016$). Significant differences were mainly obtained for statements from the school adjustment scale related to cognitive and self-regulation components of adjustment, but not for the social-emotional component. No correlation was found with the academic proficiency. Therefore, it can be inferred that self-regulation and cognitive components of a first-grader's school adjustment may be hindered in children who use gadgets for more than 2-3 hours per day, compared to their peers who use gadgets for about 1 hour per day. It is necessary to retest these findings on a larger sample in a future research.

Keywords: digital devices, gadgets, adaptation, self-regulation, primary school, first grade

DOI: 10.61365/forum.2024.017

INTEGRATING THINKING SKILLS AND “4Cs” INTO E-LEARNING AND TEACHING ENGLISH

Elena Stakanova

Associate Professor, Southern Federal University, Russia.

Abstract: The advent of distance education elicits new challenges and issues in learning/teaching English as a foreign language. The nexus of language acquisition with online resources and tools is evident in a fast-paced and technological society. When we solve problems, make decisions, ask questions, evaluate ideas, assess information and create things, we are using thinking skills. The world is changing rapidly in many ways, requiring a new set of skills – 4 Cs: Communication, Critical Thinking, Creativity, Collaboration. The purpose of the study is to introduce the grounds for the integration thinking skills into the Russian EFL (English as a Foreign Language) classroom. The current paper delineates online language instruction focusing on the meaning-making track (MMT), which is the system of meaningful and engaging technologies with the emphasis on personal relevance of learning English as a foreign language for individual development, boosting their transferable skills and learner autonomy. The research methods involve questionnaires, description of the network resources, comparative analysis. Against the backdrops of research, the experiment was carried out. The substantial results are as follows. (1) Through this type of research, we proved that leveraging thinking skills enhances intrinsic motivation of e-learning of a novel language; (2) cognitive and linguistic assets and fluency are augmented in the meaning-making track. The achieved results make it possible to implement off-the-wall Internet technologies to stimulate learner autonomy, to reinforce, extend and deepen e-learning of EFL.

Keywords: thinking skills, e-learning, English as a foreign language, meaning-making, digital resources

DOI: 10.61365/forum.2024.018

DEVELOPMENT OF A STUDENT'S GRAPHIC WRITING SKILL IN THE DIGITAL WORLD: PROBLEM STATEMENT

Galina Suvorova

Director, Psychological Consultation Dialogue, Russia.

Abstract: A child learns to write in the first grade or in kindergarten preparatory groups. It is important to know why most children write poorly. Purpose is to find out what happens in the inner world of a child when learning to write: why are the rules of writing acquired easily, quickly and well by one child, and hard, long and badly by another? Expert analysis shows that writing is a complex type of intellectual activity. Writing skills are formed during primary school education, being a kind of motor skill for mastering the shape of letters, the speed of writing. Russian writing is of sound-letter type. The basic unit of study is writing graphic elements of letters. The letter and the sound often do not match. Causes of difficulties are that the arm gets tired quickly, the work line is lost, the incorrect spelling occurs, the concepts of “left”; “right”; “page” etc. do not differ. The student's hand is not ready for writing due to the weakness of fine motor skills of the fingers, insufficiently formed visual-motor coordination and abilities: arbitrary attention, visual and auditory perception, visual and auditory memory, ideas, thinking, will, self-control, speech. Learning hours assigned to form writing skills is insufficient. It is being reduced due to the introduction of remote training. The structure of graphic writing skill includes different representations: auditory, articulatory, visual, kinesthetic and motor. Hearing, speech, sight and hand are included in the final act of writing in different ways. Gorfunkel, Guryanov, talk about the graphic norms of writing, about the types of mistakes when writing words; Luria, Bezrukikh about analysis; Bezrukikh about the importance of posture and pauses when writing. Conclusion. We need a scientifically based methodology for teaching writing to right-handed and left-handed children.

Keywords: child independence, preschool age, subject-spatial play environment, methods of assessing child space, organization of child space

DOI: 10.61365/forum.2024.019

DIGITAL SUPPORT OF STUDENTS' JOINT ACTIONS IN INTRODUCTION TO THE CONCEPT'S ORIGIN: THE CASE OF PROPORTIONALITY

Elena Vysotskaya

Leading Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

e-mail: h_vysotskaya@mail.ru

Anastasia Lobanova

Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

Maria Yanishevskaya

Leading Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

Abstract: Our primary school module with the digital support “Inks” was designed following V.V. Davydov’s idea on the assembling sets context as crucial for number concept formation. Making-sets task and the mixture problem scaffold the initial steps towards proportional reasoning, which is known to be difficult for students. The learning situation revolves around purposeful transformations of the inks shade towards the one desired, with a variety of tasks’ conditions: restrictions on the available amount of water and inks, some ready-made mixtures provided, etc. The substantial feature of our instruction was the organization of joint work through distribution of the operations on paint components. The necessity of some preliminary coordination between partners is posed by the real-life restrictions: once water and inks have been mixed, they cannot be separated back. The computer simulation adheres to this “rule” and makes students refer to the special modeling space and plan their operations on water and inks beforehand using tokens. The divergence of results, predicted by students through tokens placement, and the real color shade, obtained in computer simulation, sets the learning task and emphasizes the problem of coordination between partners’ actions within the modeling space. As students start to rely on the portion-by-portion counting, they succeed on the first try: the stain of their new paint, prepared with the different amounts of components, merges with the sample mixture. 24 second-graders from an urban school (8–9 years old) participated in the experimental teaching series, the video-taped classroom discussions, computer logs and written works were analyzed in order to assess students’ conceptual thinking development. Students’ constant success in tasks and the development of their modeling means functionality proved the computer support, which we have designed, to be relevant in several aspects: problematization

and feedback, enabling simultaneous partners' work, providing substantial tasks variations.

Keywords: primary math, number concept, proportional reasoning, modeling, joint actions, computer support

DOI: 10.61365/forum.2024.020

MENTAL AND PHYSICAL HEALTH OF A CHILD

REPRESENTATION OF INTERPERSONAL RELATIONSHIPS IN CONNECTION WITH FEATURES OF SELF-CONCERT IN ADOLESCENCE

Mayya Alyeva

Student, Lomonosov Moscow State University, Russia.

Tatiana Sadovnikova

Associate Professor, Lomonosov Moscow State University, Russia.

Abstract: Relevance. The formation of the self-concept of the modern generation unfolds in a world characterized by social variability and uncertainty. The self-concept of personality defines different aspects of a person's life. Interpersonal relationships are especially important in adolescence in the aspect of future, mental health and well-being. As part of our work, we are considering the connection between the self-concept and the interpersonal relationships. Purpose of the study is exploring ideas about interpersonal relationships in connection with different types of self-concept. Research methods. 1. The questionnaire «Related self-concept» (E.A. Dorosheva, G.G. Knyazev, O.S. Kornienko, 2016) is aimed at identifying the features of the self-concept. 2. The questionnaire «Collective» and «Independent» self-concept (Dorosheva E.A., Knyazev G.G., Kornienko OS, 2016) is aimed at solving the problem of determining the type of self-concept. 3. Method Incomplete sentences (1991) in the author's modified version: meets the task of diagnosing representations about romantic relationships. Sample. 97 respondents, 15 young men (15.5%), 82 girls (84.5%) aged 17 to 22 years. $M = 19.4$, $SD = 1.4$. Main Results. Using the cluster analysis method, three groups of boys and girls were obtained, differing in the characteristics of the self-concept according to the Markus & Kitayama model, (1991). The groups were called «harmonious», «involved» and «distant.» There are significant differences between groups in relationship value, relationship engagement, and emotional assessment of relationships. «Harmonious» and «involved» young men and women tend to be more positive about interpersonal relationships than the «distant» ones. For adolescence from the «harmonious» group, relationships are of

greater value than for adolescence from the «distant» group. «Involved» and «distant» participants differ significantly in the severity of the characteristic of the relationship «involvement in the relationship.» Conclusion. Thus, the features of self-concept are associated with the notion of interpersonal relationships in adolescence.

Keywords: Self-concept, interpersonal relationships, independent self-concept, collective self-concept

DOI: 10.61365/forum.2024.021

ATTENTIONAL GUIDANCE TOWARDS AUDIOVISUAL SYNCHRONY IN CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD): AN EYE TRACKING STUDY

Alejandro Gomez Bejarano

Research Professor, National University of Colombia, Colombia.

Abstract: In recent years, the study of alterations in sensorimotor and perceptual development in Autism Spectrum Disorders (ASD) has opened interesting avenues of empirical inquiry and has allowed the emergence of new explanatory hypotheses regarding the causal factors underlying the alterations present in this disorder. In this line of research, this paper is based on an interest in studying the relationship between the development of intersensory perception and that of social cognition in ASD. Specifically, the main objective has been to compare, by means of eye-tracking technology, attentional orientation and recognition of audiovisual synchrony (through linguistic judgment) of children with ASD and children with typical development (TD), in experimental tasks with dynamic stimuli (video clips) with social and non-social content, in which audiovisual temporal synchrony is experimentally manipulated. As a methodological strategy, three experiments have been designed focused on examining the recognition of audiovisual synchrony 1) in speech; 2) in object sounds and 3) in point-light stimuli (Point Light Display [PLD]) that simulate human movement and interactions. The differences presented in the two groups were examined in relation to three variables: 1) Number of fixations on the synchronous stimulus; 2) time spent looking at the synchronous stimulus; 3) time elapsed until the synchronous stimulus was identified by means of verbal report. The partial results associated with each of the groups and in each of the implemented experiments are presented. This research contributes to the knowledge of the characteristics of intersensory processing in ASD and the relationship that this has with the social competence indices of each group, recorded by means of standardized tests. The implications for evaluation and intervention that the findings obtained may have are explored in depth.

Keywords: autism, sensory development, multimodal perception, eye tracking

DOI: 10.61365/forum.2024.022

PRESERVING PERSONAL ECOLOGY IN THE CONTEXT OF SUPPORT OF HUMAN PSYCHOLOGICAL HEALTH

Olga Belous

Associate Professor, Armavir State Pedagogical University, Russia.

Abstract: The problem of supporting individual psychological health under current conditions is relevant and significant to consider. It is necessary to take into account the determinants of subjective well-being, resources to support the optimal state of personality ecology. The methodological and theoretical basis for the analysis of genesis, structure, factors for preserving human ecology and psychological health was the ideas and principles of the system-activity approach, as well as foreign and Russian theories of psychological health, revealing the essence, content and structure of this concept, functions and specifics of the development of this state. The structural components of the phenomenon of psychological health (axiological, instrumental, need-motivational) and the diagnosed signs of each of them (self-esteem, social tolerance, sense of personal security; stress resistance, social adaptation, psychological adaptability; acceptance of the values of a self-actualizing person, the need for self-realization, active social contacts) are described. Testing, analysis, methods of mathematical statistics were used as methods. 55 students of Armavir State Pedagogical University took part in the diagnostic examination. According to the diagnostic results, the following data were obtained. The level of self-esteem: overestimated – 81% (44 people), adequate – 18% (10 people). The results of the diagnostics showed the tendency of students to overestimate their abilities and overestimate themselves. The level of sociability: high – 65% (35 people), average – 13% (7 people), low – 7% (2 people). A high level of sociability is one of the professionally important qualities of a teacher's personality and one of the parameters for a successful adaptation process to the new social environment at a university. The results of the study expand scientific ideas on the indicators of human psychological health, form the theoretical basis for managing the processes of its preservation and strengthening.

Keywords: psychological health, personality ecology, subjective well-being, support, guiding, competence.

DOI: 10.61365/forum.2024.023

SOCIO-CULTURAL DEVELOPMENT OF CHILDREN AS A BASIS FOR PREVENTING RISKS OF DIGITAL ADDICTION

Natalia Bolshunova

Professor of the Department of General Psychology and History of Psychology, Novosibirsk State Pedagogical University; Professor of the Department of Psychology and Pedagogy, Novosibirsk State Technical University, Russia.

e-mail: nat_bolshunova@mail.ru

Ekaterina Ermolova

Associate Professor of the Department of General Psychology and History of Psychology, Novosibirsk State Pedagogical University; Associate Professor of the Department of Psychology and Pedagogy, Novosibirsk State Technical University, Russia.

Olga Ustinova

Associate Professor of the Department of Psychology and General Pedagogy, Kuzbass Humanitarian-Pedagogical Institute of Kemerovo State University, Russia.

Abstract: The issue of digital addiction among children of different ages is becoming increasingly relevant. Digitalization is realized in the emergence of a new human habitat: virtual space, networked personality and psyche, internet thinking, a new type of communication landscape, etc. The assessment of the consequences of rapid immersion into this new reality for human culture is highly ambiguous. On the one hand, digitalization indeed significantly streamlines and optimizes routine processes in various spheres of life, but on the other hand, digitalization rapidly alters the very way of life, subsequently affecting the psyche and personality of individuals (deontologization of space and changing the meanings of human life). Digitalization is not just a fundamentally new technology for organizing human life, but it entails such civilizational processes that can result in profound socio-cultural changes in the ontology of humankind. The aim of this review was to substantiate the role of socio-cultural development of children as the foundation for preventing the negative consequences of digitalization. Research on the attitudes towards digital devices among children of different ages and their parents indicates that children, teenagers, and young adults actively engaged with these devices exhibit personality traits that can be viewed as socio-cultural (intellectualization of the emotional sphere, specificity of values and communications, more pronounced egocentricity, learned helplessness, etc.). Applied studies of attitude towards digital devices by children at different ages and their parents indicate that children, adolescents and young people involved in active interaction with digital devices are distinguished by personal characteristics that can be considered as socio-cultural (intellectualization of the emotional sphere, the specificity of values and types of communication, more

pronounced egocentricity, learned helplessness, etc.). At the same time, our research aimed at identifying the significance of socio-cultural upbringing indicates the possibility of mitigating undesirable changes in the development of «digital» children. Socio-cultural education should be organized with a view to updating spiritual and moral meanings and values and taking into account the specifics of children's subculture. The review considers variants of organization of socio-cultural development of children at different ages, as well as tools for the development of resistance to digital pressure.

Keywords: digital environment, risks of digitalization, active users, children, personality traits, teenagers, socio-cultural upbringing, children's subculture

DOI: 10.61365/forum.2024.024

NOMOPHOBIA AS A MODERN AGE PHOBIA: CHALLENGE TO THE DIGITAL ERA

Lovorka Brajkovic

Professor, Faculty of Croatian Studies, University of Zagreb, Croatia.
e-mail: lbrajkov1@fhs.hr

Lea Santl

Professor, Faculty of Croatian Studies, University of Zagreb, Croatia.

Vanja Kopilas

Professor, Faculty of Croatian Studies, University of Zagreb, Croatia.

Abstract: Nomophobia is defined as the fear of being unable to use smartphones and is seen as a specific phobia in situations of smartphone unavailability, loss of connectivity, or access to information. It implies a pathological fear of a person not being able to connect with new technologies. People with pronounced levels of nomophobia frequently use mobile phones and experience feelings of anxiety when they cannot access them. The main goal of the research was to examine the relationship between nomophobia, emotional loneliness, depression, anxiety, and stress in young people. On a sample of 258 students with an average age of 22 years, the following measurement instruments were applied: Nomophobia Questionnaire, Scales of depression, anxiety and stress, Scale of social and emotional loneliness. The results have shown a connection between nomophobia and depression, anxiety, and stress. Individuals who spend more time on social networks report higher levels of nomophobia as well as more intense symptoms of depression, anxiety, and stress. Females and younger respondents experience more intense symptoms of nomophobia. Females compared to males experience a higher level of anxiety when their mobile phone is not within reach or when it is turned off. Furthermore, those individuals who have owned a smartphone from an earlier age experience higher levels of nomophobia as well as individuals who use the smartphone more and spend more time on social networks, send more messages, check notifications more frequently, and those who spend more time on the smartphone before bedtime, report more intense symptoms of nomophobia. Loneliness in romantic and family relationships is a significant predictor of social network use. In conclusion, problematic use of mobile phones, undoubtedly, affects the mental health of young people, and is particularly associated with the severity of depressive and anxious symptomatology, self-confidence, perceived social support, and emotional dysregulation.

Keywords: nomophobia, depression, anxiety

DOI: 10.61365/forum.2024.025

PSYCHOLOGICAL INTERVENTION AS A STRATEGY TO PROMOTE MENTAL HEALTH IN CHILDREN

Viana Ángela Bustos Arcón

University of la Costa, Colombia.

Abstract: Mental health is a developmental effect, that is, it is the product of the integration of maturation and constitution process; while traumatic events affect the biopsychosocial and emotional conditions of children and their families. Psychological intervention programmes are established in the child population as a prevention strategy in mental health in favor of child, family and resilient wellbeing and protective environments. The objective was to evaluate the effects of a psychological intervention programme applied to children in contexts of adversity. The study was carried out through qualitative research, therefore, it was of the content analysis type, sample by convenience (N=34). The following instruments were used in the study: Thematic Apperception Test for Children C.A.T-H (Human) and the Inventory of Adaptive Mechanisms in Responses to CAT. A nonparametric data analysis is performed to establish changes in personality organization, perception of the environment and perception of the family relationship. The data analysis is performed through content analysis. It is established that the pretest and posttest perceptions in relation to personality organization, perception of the environment and perception of the family relationship change positively after the implementation of the intervention programme.

Keywords: childhood, intervention, psychology

DOI: 10.61365/forum.2024.026

COMPUTER TOOL FOR NEUROCOGNITIVE STIMULATION IN CHILDREN WITH ADHD

Nelly Revollo Carrillo

Professor, University of San Buenaventura Cartagena, Colombia.

e-mail: nelly0108@yahoo.com

Abstract: In this research work, the effectiveness of a Dutch intervention programme called Braingame Brian, developed directly for children with combined type ADHD, was evaluated. ADHD is a behavioral disorder typical of neurodevelopment, which is commonly diagnosed during childhood. This programme has 25 sessions between 40 and 50 minutes each. Each session contains three Executive Functions tasks: working memory, inhibitory control, and cognitive flexibility. Method. The research has a quantitative approach with an explanatory scope. Participants. A total of 41 children participated in this research, the sample consisting of boys and girls between 8 and 12 years old, with an estimated IQ above 80. Results. The results after treatment suggest that an intervention with this type of computer tool turns out to be effective in addressing both behavioral problems and executive functioning in children with ADHD; thus generating an impact on knowledge, intervening in the cognitive sphere to improve the behavioral one. Discussion. Technological tools intended for clinical or educational support have become very useful for optimizing behaviour, academic performance, adaptation, and good social functioning of boys and girls. Such is the case of the Braingame Brian intervention programme, which aims to obtain significant reductions in behaviour and improve the Executive Functions of working memory, inhibitory control and cognitive flexibility in boys and girls with ADHD.

Keywords: ADHD, functionality, executive functions, Braingame Brain program

DOI: 10.61365/forum.2024.027

COMMUNICATION OF ORAL HEALTH MYTHS ON SOCIAL MEDIA AND THEIR INFLUENCE ON ADOLESCENTS

Mohamed Azis Pérez Caldevilla

Faculty of Dentistry, Faculty of Psychology, University of Havana, Cuba.
e-mail: mapcfu@gmail.com

Carolina Balmaseda Niebla

University of Havana, Cuba.

Jennifer Hernández González

University of Havana, Cuba.

Abstract: Relevance. Current doctor-patient communication is now mediated by the use of social media, raising concerns among dentists about the quality of the information provided on the Internet and its scientific support, especially when the recipients of these messages are children and adolescents, with insufficient knowledge about oral health. Objective is to assess the influence exerted on adolescents by oral health myths communicated on digital social media. Methodology. Qualitative research was conducted at the «Felipe Poey» Secondary School in Plaza municipality in Havana, from February to March 2024. A non-probabilistic sample of voluntary participants was taken, with 24 students of both sexes aged 14 to 15 who gave their consent to participate in the study. Results. 100.0% of adolescents use WhatsApp, 87.5% use Facebook*, and 58.3% use Instagram*. On these platforms, 100.0% have learned that “teeth cannot be brushed without toothpaste” and 66.6% consider “Colgate the best” for brushing their teeth. 70.8% reported seeing that “chewing gum causes cavities”, as well as that “cavities always cause pain”. Between 50.0% and 62.5% mentioned myths about the white colour of teeth. 100.0% of the subjects want to have white teeth to look better, and if they do not have toothpaste, they do not brush their teeth, while 83.3% believe they do not have cavities because they do not chew gum or have pain. Conclusions. The social media platforms Instagram* and Facebook*, frequently used by adolescents, communicate myths related to dental brushing, dental cavities, and tooth colour that have an impact in their oral health, generating risk factors such as poor oral hygiene, irregular visits to the dentist, and altered perception of dental aesthetics.

Keywords: adolescence, communication, oral health, social media, myths

DOI: 10.61365/forum.2024.028

*note that activities of Meta Platforms Inc. (Facebook and Instagram), and the X Corp. (as the successor of the Twitter Inc.), are prohibited in the Russian Federation.

DBT AS EMOTIONAL SUPPORT FOR CHILDREN AND ADOLESCENTS WITH COMPULSIVE AND DISORDERED USE OF ELECTRONIC DEVICES

Carla Anauate

Director, Integrated Center for Neuropsychology and Psychology, Brazil.

Fernanda Esteves

Full Professor and Assistant Researcher, University of Chicago, USA.

Abstract: This work aims to contemplate how to emotionally support young people with compulsive and disordered use of electronic devices, a condition which most likely impacts development. Children and adolescents are increasingly exposed to electronic devices not only for academic purposes but most frequently for leisure: to play games, explore information and/or social media. It is fundamental to intervene psychologically to prevent mental illness. We will address diagnostic criteria for compulsive and disordered use of electronic devices, and propose Dialectical Behavioral Therapy techniques as an intervention for the emotion dysregulation that often co-occurs and interacts with compulsive behaviours. We intend to use a role play to illustrate our proposed intervention. We understand that emotional support is fundamental for treating people with compulsions and lack of inhibitory control, therefore we will highlight the emotion dysregulation implicit in impulse control disorders so as to promote development and mental health.

Keywords: dialectical behavioral therapy, compulsion, electronic devices

DOI: 10.61365/forum.2024.029

FAMILY EDUCATION STYLES AND THEIR INFLUENCE ON THE FORMATION OF A CHILD'S PERSONALITY

Svetlana Kuzenko

Associate Professor, Southern Federal University, Russia.

e-mail: kuzenko@sfedu.ru

Abstract: The relevance of the study is due to the fact that it is now becoming important to consider the availability of the necessary factors for the successful development of the child. These include the psycho-emotional characteristics of the student, which are inextricably linked with the family system. The period of childhood is, on the one hand, the period of formation of individual abilities, and on the other, the time when the child is not emotionally separated from his family. The family system has the maximum impact on the psycho-emotional state, as well as on the disclosure of creative abilities. According with the opinion of L.S. Vygotsky that primary school age is a special period in a person's life, we investigated children of this particular age group. Purpose of the study is to investigate the influence of parenting style on child development, as well as the relationship between parenting styles in families and the level of creativity in primary school children. The study sample included primary school students aged 8 to 10 years and their parents. Research methods included the technique for identifying the styles of family education by S. Stepanov, techniques for identifying the educational position (measures of care) of parents to a child by I.M. Markovskaya, Kettell's multi-factorial personality questionnaire for children from 8 to 12 years old (boys, girls), methods for identifying creative thinking - Torrens' diagnosis of creativity. Study results. Relationships between parenting styles in families and the level of creativity in primary school children, as well as features of parenting styles, were identified and described. A meaningful analysis of theoretical and empirical material was carried out, during which ideas about the relationship between the styles of upbringing in families and the level of creativity in primary school children were expanded. During primary school age, the upbringing style is an important factor that determines the psycho-emotional state of the child and the disclosure of the potential of creative abilities, as well as the development of such signs of giftedness as social courage and verbal intelligence. The results obtained can be used in the practice of family and child counseling, in the curriculum of training courses on family psychology and child-parent relations, school education programmes, etc.

Keywords: education, anxiety, creativity, attachment theory, pedagogical concept, child and parent relations, family psychology

DOI: 10.61365/forum.2024.030

DIGITAL WORLD: THE CHILD AND PARENTAL BONDING

Leonardo Rafael Mass Torres

Researcher, Reformed University Corporation, Columbia.

e-mail: l.mass@unireformada.edu.co

Abstract: In the contemporary era, entirely digital, crossing the links between one and the other, it is pressing to find the incursion of the child from an early age in actions that are recorded through a digital screen provided by parents or caregivers as a means to occupy them in games and programmes of interaction with digital figures. Such digital modes have transformed the child's access to the psychic, relational and bodily world. The method is comprehensive, based on the analysis of conceptual categories of theoretical contributions from the relational field and its clinic. It is proposed to highlight the relationship between children's subjectivity, mediated by the digital world, that is, the incorporation of images and their implications in the child's psychic and bodily organization. Therefore, it is feasible to conceive how the digital world becomes a mediator between the parents and the child, so it is important to raise the importance that the digital world has to be built from a parental bond that ensures meaning to the child in his encounter with the digital environment.

Keywords: digital world, images, parents, bond

DOI: 10.61365/forum.2024.031

STRUCTURING OF THE SUBJECT-SPATIAL ENVIRONMENT IN THE CHILDREN'S ROOM AS A CONDITION FOR THE DEVELOPMENT OF INDEPENDENCE IN CHILDREN 3 YEARS OLD

Margarita Mazmaniants

Junior Researcher, The Federal Scientific Center for Psychological
and Interdisciplinary Research, Russia.

e-mail: margaritamazmanyants@gmail.com

Abstract: One of the conditions for the development and support of children's independence is the subject-space environment (SSE). Some educational programmes confirm that a structured space contributes to the formation of child's independence. However, the influence of the SSE at home on the development of independence has not been studied specifically. The purpose of this research is to study the influence of structuring the children's room SSE on the manifestation of independence at 3 years old. The study consisted of 3 stages: a preliminary assessment of children's independence and the structuring of SSE in their rooms; reorganization of SSE in the rooms of children from the experimental group; and reassessment of independence 2 months later. The methodology of A.M. Shchetinina was used as a basis for diagnosing independence. The evaluation and transformation of the SSE in order to support children's independence was based on the methodology of E. O. Smirnova and the requirements of the state standard. The sample consisted of 15 families with one child aged from 2 years 8 months to 3 years 10 months ($M=3.3$, $SD=1.3$), 7 in the experimental group (3 female, $M=3$ years 5 months) and 8 in the control group (4 female, $M=3$ years 2 months). The results showed that there were differences between the level of autonomy of children in the experimental and control groups: the experimental group had higher scores than the control group ($p<0.001$). Differences were obtained on all scales (self-care, self-organization, and duration of free play). The obtained results allowed us to draw preliminary conclusions about the effectiveness of structuring the SSE for the development of independence in preschoolers. In the future it is planned to expand the study by increasing the sample and number of tasks to be solved.

Keywords: child independence, preschool age, subject-spatial play environment, methods of assessing child space, organization of child space

DOI: 10.61365/forum.2024.032

NEUROPSYCHOLOGICAL INTERVENTION IN DEVELOPMENTAL DISORDERS

María Alejandra Morales González

Institute of Neuropsychology and Psychopedagogy of Puebla, Mexico.
e-mail: alemogz@gmail.com

Abstract: There is an increase of children identified with developmental disorders, which is why it is necessary to have knowledge of the neuropsychological and cultural-historical psychological approach, which will allow the specialist to approach the cause of different alterations, expand the diagnostic possibilities and to create intervention programmes. The neuropsychological diagnosis obtained from a qualitative analysis makes it possible for the neuropsychological assessment to consider not only the causes of the clinical picture but also to determine the objectives and methods for neuropsychological correction. One of the main challenges of child neuropsychology consists in elaborating and not selecting the methods of intervention (Solovieva and Quintanar, 2001). The remediation and teaching programmes are personalized, as they are aimed at functional integration of weak neuropsychological mechanisms by relying on strong mechanisms. The programme contains a particular sequence of stages, in the initial phase the objectives to be developed through the different tasks are explained to the parents, the work agreement is presented and rapport with the child is established. In each of the stages, the child's motivation, desire and willingness to work on different activities is guaranteed. During the therapy sessions, neuropsychologist provides the child with the necessary physical and verbal guidance. The participation of the family and the social context is fundamental throughout the process of neuropsychological correction, with the objective of improving the child's quality of life and his or her integral development.

Keywords: developmental disorders, neuropsychological intervention, teaching programmes

DOI: 10.61365/forum.2024.033

WAYS TO FORM RESILIENCE AS A PERSONAL RESERVE OF A CHILD'S PSYCHOLOGICAL HEALTH

Irina Pankratova

Assistant professor, Southern Federal University, Russia.

e-mail: iapankratova@sfedu.ru

Abstract: It is not by chance that the problem of personal resilience today comes to the forefront of scientific understanding. The high pace of modern life with ever more complex conditions places increased demands on a person, testing strength and “survivability.” Therefore, psychological health of the individual is of great importance. According to modern advances in medicine and human health-related research, the definition of health has now undergone many changes. Health is not simply the absence of disease, but a feeling of health and well-being that emphasizes a person’s quality of life. The purpose of the work is to study resilience as a personal resource of psychological health. Research methods include (1) S. Maddi’s vitality test (adapted by D. A. Leontyev, E. E. Rasskazova) which made it possible to study the parameters of vitality; (2) methodology for diagnosing psychological health of A.V. Kozlova, applied to study the individual model of psychological health of the respondents; (3) personal questionnaire compiled by I. B. Lasko and B. I. Thinlegged, allowing us to study indicators of psychological health, the level of neuroticism and psychopathization. The study involved 76 adolescents aged 15-16 years, 42 girls and 34 boys. We have proven that the more teenagers enjoy their own activities, the more they communicate with other people, are passionate about creative activities and have several different hobbies. The more adolescents are confident in themselves, convinced that struggle allows them to achieve the greatest success, the more they believe in their own strengths, the more stable their nervous system is, which contributes to their resilience.

Keywords: psychological health, childhood, formation of psychological health

DOI: 10.61365/forum.2024.034

RELATIONSHIP OF PERSONALITY CHARACTERISTICS WITH LONELINESS WHEN A TEENAGER ENTERS A CLOSED EDUCATIONAL ORGANIZATION

Evgeny Rogov

Professor, South Federal University, Russia.

Abstract: The transition of a child from a family to any institution of socialization can be considered as a test that checks the child's existing system of relationships. In closed educational organizations, such as the cadet corps, teenagers face various difficulties that are rarely encountered in the parental family. These difficulties may include strict regime and discipline, physical activity, psychological pressure, lack of personal freedom, etc. How well a developing subject will feel in a new social environment depends on his personal characteristics, and the problems that arise when entering a new community give rise to various negative effects, often leading to isolation and a feeling of loneliness. The faster a teenager gets involved in various situations of a new environment, rethinks reality, experiences personal conflicts, and is ready to overcome obstacles, the faster and more painless the process of social adaptation will be. One of the areas of psychological assistance to applicants to the cadet corps is the diagnosis of their personal characteristics, potentially contributing to social isolation, followed by psychological support for the new intake, and the development of specific recommendations for all participants in the pedagogical process. For this purpose, the relationships between indicators of stress resistance (Y. V. Shcherbatykh), anxiety (Ch. Spielberger) and loneliness (E. E. Rogova) were studied among elder teenagers studying in the Cossack cadet corps (60 boys and 20 girls). Girl cadets demonstrated significantly higher indicators of situational and personal anxiety than boys. However, correlations between anxiety in girls, unlike boys, with all types of loneliness have not been identified. Similar data were found for stress resistance. Correlations among boys – cadets indicate the possibility of temporary loneliness being generated by a tendency to complication, destructiveness, reaction to circumstances, and a basic indicator. Factors in the emergence of cognitive loneliness can be a tendency to complicate things, destructiveness, and a basic indicator. The tendency to complicate things gives rise to behavioral, predisposition to psychosomatic diseases – emotional loneliness. For girls – cadets, the factor contributing to emotional loneliness is constructiveness; reaction to circumstances; behavioral loneliness is also provoked by constructiveness. Thus, anxiety and stress resistance are factors contributing to the development of the feeling of loneliness among teenage boys in closed educational organizations, and psychological support for cadets of different sexes in this regard is structured differently.

Keywords: teenager, socio-psychological adaptation, loneliness, psychological support

DOI: 10.61365/forum.2024.035

OLDER ADOLESCENTS' PREDISPOSITION TO DIFFERENT TYPES OF ADDICTION: THE RELATIONSHIP WITH SOME PERSONALITY TRAITS

Anna Sheveleva

Associate Professor, Southern Federal University, Russia.
e-mail: amsheveleva@sfedu.ru

Abstract: The various types of addictions, chemical and non-chemical, are known and common. The fine line between socially acceptable behaviour and its transition into an addictive form is hardly observed. Research aim is to reveal the interrelation of self-organization and internality with predisposition to addictions in college students. The research methods included questionnaires "Predisposition to various addictions" (Lozovaya G. V.), "Level of subjective control" (E. F. Bazhin, E. A. Golinkina, A. M. Etkind), "Self-organization of activity" (E. Y. Mandrikova). The sample included 81 college students (from 15 to 19 years old). Results. The majority of subjects show low to moderate predisposition to addictions. The greatest risk is associated with love addiction, addiction to a healthy lifestyle, workaholism and food addictions. The lowest risk is associated with addictions to drug, nicotine, and gambling. An increase in the alcoholic addiction predisposition is correlated with a decrease in "Purposefulness", "Persistence" and the general indicator of self-organization. The increased Internet, computer and drug addictions predispositions are interrelated with a decrease in "Purposefulness", "Persistence" and a decrease in the general internality. The increased love, food and sexual practice addictions predispositions are interrelated with an increase in "Fixation" and a decrease in "Persistence". The increased gambling, nicotine and medicament addictions predispositions are associated with a decrease in "Purposefulness" and "Persistence". An increase in the television addiction predisposition is correlated with an increase in "Fixation" and a decrease in "Persistence" and general internality. The increased workaholism and healthy lifestyle addictions predispositions are interrelated with an increase in "Fixation", "Planning", "Purposefulness", "Self-organization", the general indicator of self-organization and general internality. An increase in the religious addiction predisposition is interrelated with an increase in "Fixation", "Planning", and the general indicator of self-organization. Conclusion. The studied indicators are multidirectionally interrelated. So, the risk and protective personal factors to different addiction predisposition are revealed.

Keywords: adolescents, addiction, college students, self-organization, locus of control, internality

DOI: 10.61365/forum.2024.036

CONNECTION BETWEEN THE JOINT PLAY OF A MOTHER AND A PRESCHOOLER AND THE FEATURES OF THEIR CHILD-PARENT INTERACTION

Maria Sokolova

Assistant, Psychological Institute of Russian Academy of Education, Russia.
e-mail: Sms-sokol@yandex.ru

Irina Ryabkova

Research Scientist, Psychological Institute of Russian Academy of Education, Russia.

Abstract: At the moment, many studies studying the relationship of the mother-child dyad draw attention primarily to what the child receives as a result of a correctly built relationship, without focusing on the possibility of gaining new experience by the other side of this relationship - the mother. The relationship between an adult and a child has a two-way relationship, therefore, during joint activities, the parent, as a full participant in this relationship, just like the child, takes part in it. However, the question of the connection between the characteristics of child-parent interaction and joint play remains poorly studied. The purpose of the research is to study the connection between the joint play of mother and preschool child and the characteristics of their child-parent interaction. Twelve mother-child dyads were sampled for the study, children's age from 3 to 6 years (6 girls and 6 boys); the age of mothers is from 25 to 40 years. To conduct the empirical study, the following methods were chosen: a scale for observing the characteristics of child-parent interaction during joint play between mother and child at the home environment to evaluate a 10-minute video recording of the play and questionnaire of I. M. Markovskaya. Using the questionnaire of I. M. Markovskaya identified the features of parent-child interaction. A connection is established between supporting the child's initiative and cooperation with the child, switching the child's attention and acceptance of the child by the parent, stopping the child's actions and control in relation to the child. Joint play between mother and child can be used to diagnose the state of parent-child relationships. Researchers as well as clinicians can use the proposed framework to study maternal support and parenting attitudes and its impact on child and dyadic behaviour.

Keywords: Child-parent interaction, child-parent relations, joint play of mother and child, joint activity, preschool age

DOI: 10.61365/forum.2024.037

FEATURES OF SELF-ATTITUDE AND ANTICIPATION IN ADOLESCENTS WITH MILD MENTAL RETARDATION

Daria Stoyanova

Student, Herzen State Pedagogical University of Russia, Russia.
e-mail: dgorkina@inbox.ru

Natalia Ermakova

Professor, Herzen State Pedagogical University of Russia, Russia.

Abstract: Adolescents with mild mental retardation experience problems in interpersonal relationships with peers and teachers, do not accurately assess other people's attitudes toward themselves, and are not critical enough of their own behaviour, which often leads to rejection in the group. In this connection, it is relevant to study and develop a communicative training programme aimed at developing anticipation, predicting the results of one's behaviour and the reactions of other people in difficult situations. The purpose of the study is to identify the characteristics of self-attitude and interpersonal relationships of adolescents with mild mental retardation. Materials and methods. 20 adolescents with mild mental retardation were studied in a specialized school. Self-esteem (Dembo-Rubinstein) and features of interpersonal relationships (Rozentsweig test, Rene-Gilles test, unfinished sentences (Kisova V. V., Koneva I. A.)) were studied. Results. Along with high self-esteem and high perceived evaluation by others, there is a lack of receiving positive support from the microcommunity (peers, teachers, parents). The way out of their conflict situations is focused on impulsive reactions, and is not focused on protecting and identifying their interests. There is low self-reflection and anticipation. Teenagers do not know how to express their interests and complaints to teachers. In connection with this, we have developed and tested communicative training, in the form of an online game, aimed at developing self-reflection and probabilistic forecasting in assessing the situation and the expected behaviour of other people. Conclusions. Conducting communicative training in the form of an online game contributed to a significant improvement in communication in adolescents with a higher cognitive level according to MMSE.

Keywords: self-attitude, anticipation, adolescents, mild mental retardation, online communication training

DOI: 10.61365/forum.2024.038

TRADITIONAL AND DIGITAL PLAY TO ADDRESS PTSD SYMPTOMS IN PRESCHOOLERS: A SYSTEMATIC REVIEW

Aleksander Veraksa

Professor, Head of Laboratory of Childhood Psychology and Digital Socialization, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Valeriya Plotnikova

Junior Researcher, Laboratory of Childhood Psychology and Digital Socialization, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Vera Sukhikh

Researcher, Laboratory of Childhood Psychology and Digital Socialization, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Dmitry Kornienko

Senior Researcher, Laboratory of Childhood Psychology and Digital Socialization, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Natalia Rudnova

Researcher, Laboratory of Childhood Psychology and Digital Socialization, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Abstract: The increasing number of environmental, anthropogenic, and socioeconomic challenges has led to a rise of situations of extreme uncertainty and adversity. These factors threaten the harmonious development and wellbeing of children who are one of the most vulnerable groups in society. Therefore, it is essential to provide timely psychological help for children who have experienced traumatic events. Although play therapy and therapeutic play have shown effectiveness in dealing with trauma, these approaches are often inaccessible to be organized in situations of extreme uncertainty and adversity due to the need of complex specialist training and a long time period of sessions. Therefore, it is essential to explore the potential and mechanisms of play outside the therapeutic settings to address traumatic experiences in early childhood. To this end, a systematic review of empirical studies in this area over the past five years was conducted. Using the PRISMA methodology, 33 publications out of 4,476 found in PubMed, ScienceDirect, and Scopus databases were selected for qualitative analysis. As the result, it has been determined that play, in particularly, pretend play, play with rules, digital play, puppet play, and pop-it play have the potential to reduce the symptoms of PTSD in children. At the same time, positive changes in the mental state of children were observed within a short timeframe, ranging from single 10-minute sessions to weekly 15-minute sessions over a period of three months. Specifically, these types of play have been used to reduce

anxiety, stress, aggression, and behavioral problems; develop emotional regulation, social skills, coping strategies, and self-confidence; overcome fear; improve subjective well-being, and mood. According to the cultural-historical approach, 30 play mechanisms found in the analyzed studies were divided into seven generalized blocks: dialectical structure of play, emotional engagement and reflection, support of inner activity, social interaction, creation of a joyful, familiar, and friendly environment, active involvement, and opportunity to include additional information and/or techniques in play. It has been demonstrated that pretend play holds the greatest potential to overcome traumatic experiences because all seven blocks of mechanisms can be integrated into it. The findings of this review provide insights into trends and possible directions for future research in the field, as well as practical implications for the development of psychological support play-based programmes for children.

Funding: The study was supported by the Ministry of Science and Higher Education of the Russian Federation (the research project 075-15-2024-526)

Keywords: pretend play, digital play, PTSD, trauma, psychological help, cultural-historical approach, early childhood

DOI: 10.61365/forum.2024.039

PSYCHOLOGICAL COUNSELING ON THE PROBLEM OF AGGRESSIVE BEHAVIOUR

Olga Nikolaeva

Researcher, Moscow Institute of Psychology, Russia.

e-mail: perssvetlana@yandex.ru

Dmitry Shuvalov

Researcher, Municipal Budgetary Educational Institution «Secondary School No. 44»
of Kaluga, Russia.

Abstract: Modern teenagers face a huge number of stressful situations. Increasing workload and an increase in the number of stress factors in combination with the characteristics of adolescence are risk factors for the development of various types of deviant behaviour, including aggressive behaviour. For the harmonious development of both an individual and society as a whole, it is necessary for people to learn to express their aggression without harming themselves and others. Teenagers, still on the path to adulthood, rarely have these skills. Because of this, the problem of aggressive behaviour is acute in the 21st century. Purpose of the study. Therefore, we decided to conduct an empirical study of aggressive behaviour of adolescents to identify the characteristics of teenage aggression and develop a series of classes to correct this behaviour. The study used valid psychodiagnostic methods: 1. Hostility Questionnaire (A. Bass, E. Darkie) 2. Cattell's 14-factor personality questionnaire. (Modification of the 16-factor personality questionnaire) 3. Anxiety Scale (C. Spielberger, Yu. L. Khanin) 4. «Aggressive behavior» technique (E. P. Ilyin, P. A. Kovalev) 5. «Sociometry» technique (J. Moreno). The study was conducted at MCOU «Secondary School No. 44» in Kaluga. 240 teenagers took part in it, including 116 boys and 124 girls. As a result of the correlation analysis, the following correlations were found: (1) direct correlation between the scale «tendency to indirect verbal aggression» and the scale «personal anxiety» ($r = 0.41$); (2) direct correlation between the scale «tendency to indirect physical aggression» and the scale «situational anxiety» ($r = 0.33$); (3) inverse correlation between the scales «tendency to direct physical aggression» and the number of positive choices in studies ($r = 0.33$); (4) inverse correlation between the scale «aggression» and the scale «schizothymia/affectectomy (A)» ($r = -0.49$); (5) inverse correlation between the scale «hostility» and the scale «schizothymia/affectectomy (A)» ($r = -0.49$). As a result of our work, we developed a series of classes on the prevention and correction of aggressive behaviour in adolescents. The series of classes includes 3 blocks. 1) The block of work with students. This includes 10 classes lasting from 60 to 120 minutes. 2) The block of work with parents. This includes topics of parent meetings that need to be held to maintain the

effectiveness of the series of classes. 3) The block of work with teachers. This includes topics of educational speeches that are necessary to minimize the risks of aggravation of aggressive behaviour of a teenager in response to careless actions of a teacher.

Keywords: aggression, hostility, personality traits, anxiety

DOI: 10.61365/forum.2024.040

DIGITALIZATION IN A CROSS-CULTURAL ASPECT

MASS MEDIA IMPACT ON THE IDENTIFICATION OF THE PRINCIPLE OF BALANCE BETWEEN GIRLHOOD AND BOYHOOD, FOCUSING ON THE CONCEPT OF ENSAN (HUMAN) IN IRANIAN CULTURE

Sedigheh Ashouri

Researcher and Child Psychologist in the Association of Child and Media, Tehran,
Iran.

e-mail: ashouri.sedigheh.d@gmail.com

Abstract: According to Carl Gustav Jung's theory, every individual has both feminine and masculine dimensions within themselves (the anima and animus). Sandra Bem, under the theory of gender schemas, stated that masculine and feminine roles are acquired and influenced by cultural education, and therefore we should move towards being gender-neutral. According to Sandra Bem's theory, a lot of research has been done on gender stereotypes in children's media, and their assumption is that we should move towards completely eliminating gender stereotypes. Therefore, there is no clear boundary between male and female stereotypes. However, gender stereotypes are not entirely constructed and the role of biological factors in them is significant. Robert Bly argues that American men after the Vietnam War were supposed to embark on a journey from the unyielding tough guy towards the Wild Man (often calm and composed, brave, strong, warrior who is not needlessly savage and in fact not aggressive, but not entirely peaceful either), but due to societal pressures and teachings similar to a dual-gender perspective, they moved towards the soft man, and therefore their current state is not as it should be. Moein (Seyed Mehdi) Kamali stated in the context of the philosophy of moshahedeh (observation) that, considering the meaning of human in the Persian language (someone who is in search of a lost desirable and manifests in the two faces of man and woman), the reason for the lack of well-being in soft men who cause trouble is that the other (for example, the opposite gender) is always a mystery and we can never fully understand the opposite gender. Therefore, men who lean towards being bisexual do not have a suitable bond with their biological gender, so they will not be well with themselves. Just as Jung sees the masculine and feminine within each

individual as a platform for better understanding the opposite gender, not for becoming completely like them. Therefore, we need a balance between men and women, which means harmony, not equality. Therefore, it seems necessary to conduct research on the boundaries of gender stereotypes in both sexes and avoid extremism and excess in this area.

Keywords: mass media, balance between girlhood and boyhood, insan (human) in Iranian culture

DOI: 10.61365/forum.2024.041

DIGITAL HUMANITIES AND COGNITIVE PSYCHOLOGY

Oleg Backsanskiy

Professor, Moscow State Pedagogical University, Russia.

Abstract: The report discusses the problems and prospects for using the methodology of Digital Humanities in the historical psychological studies. The author presents the results of the search and analysis of the mentions in the body of texts in the Google Books system in Russian and English languages. Hypotheses are advanced regarding the high or low frequency of references. The dissemination of the scientist's ideas in various scientific fields is analyzed in both Russian and English. The results of the mentioning frequency study on the names of Lev Vygotsky are compared to define the factors that determine the use of the name and this scientists' ideas. The advantages and disadvantages of qualitative and quantitative analysis and interpretation of texts within the framework of digital humanities are shown. In recent years, more and more researchers in the traditional humanities are beginning to look at the subject of their work differently, applying data analysis methods to it. This comparatively new field is called "Digital Humanities". We discuss questions of the new approach to traditional knowledge, as well as try to answer whether it changes the view of the humanities in general. The article discusses the problems and prospects of using the methodology of Digital Humanities in historical-psychological research. The purpose of this study is to identify the relevance of the ideas of cognitive psychology for the scientific psychological community in the year of its emergence (1967) using content analysis of the articles in the psychological journal "Psychological Review" for 1967. We used content analysis (the software Advego) as a method. The research, selection and analysis of the most frequently used psychological terms in these journal articles were made. The advantages and disadvantages of this method in the framework of digital humanities are shown.

Keywords: convergent technologies, cognitive psychology, digital humanities

DOI: 10.61365/forum.2024.042

CORRELATION BETWEEN BEHAVIOUR CONTROL AND PSYCHOLOGICAL WELL-BEING OF PRIMARY SCHOOL STUDENTS

Larisa Bayanova

Senior Researcher, Laboratory of Childhood Psychology and Digital Socialization, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.
e-mail: balan7@yandex.ru

Abstract: Behaviour control is associated with a normative situation in which the biosocial nature of a human being manifests itself best (Veraksa, 2000). Rules to be obeyed in a normative situation restrict a child's free will and prescribes a certain type of behaviour. In this case, the restrictions may indirectly interfere with the reduced level of psychological well-being. While a child's personality is being formed, in a social situation of development at each age, the child is tasked to acquire certain behaviour patterns enforced by cultural practices. When these cultural practices are acquired, the child demonstrates the so-called cultural congruence which is a specific attribute of behaviour control in terms of cultural practices. Cultural congruence is a function objectified in behaviour, thus it can be verified and rated using psychodiagnostic techniques (Bayanova, 2021). When a child is forced to adjust their behaviour, the psychological well-being may be compromised. I. V. Dubrovina highlights the importance of studying psychological well-being in terms of a social situation of development (I. V. Dubrovina, 2020). This study aims to determine the correlation between cultural congruence and psychological well-being in children of primary school age. Scientific methods include the technique for determining the cultural congruence of primary school students and the Multidimensional Students' Life Satisfaction Scale for children of primary school age based on E. S. Huebner questionnaire. Sample. 113 primary school students between 8 and 11 years of age were selected for the research. Findings. There is a negative correlation between cultural congruence with the School item, which is the only one parameter of psychological well-being. The School item of the scale also demonstrates a negative correlation with a number of cultural congruence factors, namely, Social Interaction, Academic Competence, Self-Control. Conclusion. There is a conflict between cultural congruence and psychological well-being: the more a child behaves according to the prescribed rules, the lower they rate their psychological well-being.

Keywords: junior schoolchild, cultural congruence, psychological well-being, regulation of behaviour

DOI: 10.61365/forum.2024.043

MULTI-LANGUAGE HYPERTEXT AS A MEDIUM FOR INTERCULTURAL COMPETENCIES DEVELOPMENT

Alexandre Bermous

Head of the Department of Education and Pedagogical Sciences, Southern Federal University, Russia.

Abstract: Nowadays, intercultural competencies play an outstanding role in preventing negative aspects of global changes, including the most dangerous ones, like terrorism. At the same time, it is quite difficult to find out special resources and instruments, which would fit this task. The purpose of our study is to work out and implement special textual structures, being based on the multi-language automatic translation via Google and Yandex translators, arranged together with specially organized communication online, as a complex medium for intercultural competencies development. We have elaborated two main strategies to obtain the results mentioned, which may be called the “Searching for the best translation” and “Legacy studies”. The first strategy is effective, being applied to work of new translation of texts, which have a long history of comprehension and a lot of translations into the modern languages (in our experiment with the “Letter on Humanism” by M. Heidegger). The sense is to arrange a situation of multi-language communication, centered around a problem: what was the author going to say, and what is clear for us through different translations? “Legacy studies” is more effective as we may find many cross-cultural implications, hidden transactions, parallel and controversial constructions, representing broad literary and affective fields. While having the main purpose to make a commentary, this work may also impart intercultural competencies development. This strategy may be very useful for classical literature studying and commenting (for example, A. Pushkin in Russian, or H. Tukay in Tatar and Russian languages). In general, we may propose a system of frames and typical questions, which may organize communicative sphere and the educative situation.

Keywords: digital transformation, multi-language hypertext, intercultural competencies, “Legacy studies”, “Searching for the best translation”

DOI: 10.61365/forum.2024.044

ON THE PROJECT “ORGANIZATION AND IMPLEMENTATION OF ACTIVITIES FOR THE PREVENTION OF AGGRESSIVE, SUICIDAL BEHAVIOUR AMONG CHILDREN AND YOUTH OF THE ALMATY REGION. STRENGTHENING THE INSTITUTION OF FAMILY”

Akmaral Davletova

Vice President, Kazakh Psychological Society, Kazakhstan.
e-mail: akmaral-da@mail.ru

Myxan Perlenbetov

President, Kazakh Psychological Society, Kazakhstan.

Aigul Yesimbekova

Director, the Public Foundation «Zhanuya Family Support Center», Kazakhstan.

Abstract: The goal of the project is to study the psychological state of minors, train educational psychologists to work with aggressive, suicidal behaviour of children and youth in educational organizations of the Almaty region. The project also focuses on the reinforcement of psychological and pedagogical knowledge of parents and representatives of the related departments. Research methods include testing, training, psycho-correction, supervision, master classes, videos, media publications, round tables. Results. 947 educational psychologists, district methodologists, head teachers of educational work, social teachers mastered practical skills in working with the “System for diagnosing the mental state of children” and “Personal account of a teacher-psychologist” - The psychological state of 161,617 minors in the Almaty region was studied; 301 educational psychologists received certificates. Training seminar “Me and my child” was attended by 1069 parents. 21,666 participants were registered in the “University of Parenthood” programme. A monitoring system has been organized, which includes the office of a district and regional methodologist. 902 requests from parents and educational psychologists were processed around the clock. According to the plan, the number of beneficiaries has been approved: direct coverage of 90,600 people, indirect coverage of 101,810 people. Based on the testing results, methodological support was organized by highly qualified practicing psychologists and lawyers. Support is provided using a digital platform, consultations, supervisions. If necessary, visits to the institution are carried out. The transformations that have taken place will improve the level of interpersonal communication between children and parents, as well as between students in educational organizations. As a part of the project, the involvement of representatives of the Department of Education, law enforcement agencies, and the prosecutor’s office of the Almaty region made it possible

to directly provide urgent necessary socio-psychological assistance to minors and their parents.

Keywords: project, teenagers, parents, educational psychologists, bullying, suicidal behaviour, aggression

DOI: 10.61365/forum.2024.045

PSYCHOEDUCATIONAL PROGRAMME FOR THE APPROPRIATE USE OF SOCIAL NETWORKS BY STUDENTS

Evelyn Fernández Castillo

Professor, Central University «Marta Abreu» of Las Villas, Cuba.

Anneidy Lamadrid Martínez

Head of the Department of Preventive Care, Central University «Marta Abreu»
of Las Villas, Cuba.

Dayessi Riverón Nápoles

Head of the Department of Preventive Care, Central University «Marta Abreu»
of Las Villas, Cuba.

Abstract: The paper presents the bases of a psychoeducational programme that promotes the responsible use of social networks in Cuban university students. A mixed paradigm was used and a retrospective ex-post-facto design and a descriptive scope were assumed. Thirty university students participated in the design of the study. For the collection of data, instruments such as the questionnaire to evaluate protective factors of mental health in university students, the questionnaire on addiction to social networks and the survey to explore patterns of the use of social networks were used. For the analysis of the data, descriptive and frequency analysis were used. The review of the studies carried out in the Cuban university context and the diagnosis developed in the selected sample allowed us to verify that students have difficulties in the development of social skills. Although from a statistical point of view, a significant relationship between the protective factors of mental health explored and the addictive indicators regarding the use of social networks was not proved. The triangulation of the information obtained allowed the design of a psychoeducational intervention to promote the appropriate use of social networks, consisting of four sessions based on the health belief model.

Keywords: social networks, psychoeducation, university students, prevention

DOI: 10.61365/forum.2024.046

CROSS-CULTURAL ADAPTATION OF THE SCREENS QUESTIONNAIRE (SCREENS-Q) FOR THE BRAZILIAN CONTEXT

Lucas Cordeiro Freitas

Professor, Federal University of São João del-Rei, Brazil.
e-mail: lcordeirofreitas@ufsj.edu.br

Letícia Carvalho Leão

Professor, Federal University of São João del-Rei, Brazil.

Mônia Aparecida da Silva

Professor, Federal University of São João del-Rei, Brazil.

Abstract: In the context of technological evolution, digital media have a significant presence in children's lives. The use of these media has been the subject of study, especially in the context of young children. Research has expanded its focus beyond screen time, addressing different types of media and interactive applications. Internationally, studies highlight the negative effects of excessive use of digital media in childhood, including physical, cognitive and emotional impacts. In addition, the type of device and the context of use also influence the results. Parental mediation and the home environment play an important role in the effects of digital media. Contextualist theoretical models are used to explain children's interactions with digital media, considering the contextual, personal and social elements that influence and are influenced by the media. In Brazil, there is a lack of instruments that accurately detail the use of digital media in childhood. The aim was, therefore, to carry out the process of cross-cultural adaptation of the SCREENS Questionnaire (SCREENS-Q) for the Brazilian context. The cross-cultural adaptation of the SCREENS-Q psychological questionnaire for Brazil aimed to fill the gap in validated instruments for our context, considering the increased use of digital devices in the country. The process included careful modifications to ensure linguistic accuracy and cultural relevance. In addition, experts played a key role in reviewing and approving the adapted test. The participation of the target audience helped identify cultural ambiguities, and adjustments were made to accommodate regional nuances. Content validity was robust, and a pilot test confirmed the practicality of the instrument. Back-translation and revision by the original author ensured conceptual and linguistic accuracy. In summary, the adaptation of SCREENS-Q to Brazil resulted in a culturally sensitive and linguistically appropriate instrument, contributing to future research on the use of digital media in the country.

Keywords: digital media, screen media use, childhood

DOI: 10.61365/forum.2024.047

PARENTS' AND CHILDREN'S EXECUTIVE FUNCTIONS: THE ROLE OF PARENT-CHILD TECHNOLOGY INTERFERENCE AND PARENTAL PROBLEMATIC SMARTPHONE USE

Eleni Kazali

Assistant Professor, University of Ioannina, Greece.

e-mail: ekazali@uoi.gr

Abstract: The increased use of electronic devices has implications on parent-child relationships. The objective of this study was to examine the associations between parent-child technology interference, parental problematic smartphone use and both parents' and children's Executive Functions (EF) during preschool and school age. Participants were 621 parents from Greece. Parent-child technology interference was reported by parents through a version of the Technology Device Interference Scale, and a total score was calculated. Parental problematic smartphone use was self-reported. Executive Functions of the parents (PEF) were also measured via a self-report and children's executive functions (CEF) were reported by parents. Results indicated that parent-child technology interference, parental problematic smartphone use and PEF are highly correlated with CEF. Furthermore, the age of the children (i.e., preschool, first years in primary school, late primary school) seems to affect the relationship between the above variables.

Keywords: executive functions, technology interference, problematic smartphone use

DOI: 10.61365/forum.2024.048

USE OF TECHNOLOGIES IN THE CUBAN HISTORY CLASS AT THE MULTIGRADE ELEMENTARY SCHOOL

Pedro Pablo Nápoles Cruz

Methodologist, University of Las Tunas, Cuba.
e-mail: pedro@ult.edu.cu

Abstract: In the learning of Cuban History in multigrade schools, teachers must take advantage of the potential of technologies, an important aspect for the historical education of students. This research aims to propose activities for the efficient use of technologies in multigrade schools. Methods such as interviews, surveys, pedagogical tests and others, were used to determine regularities for their subsequent transformation. A sample of 35 students from multigrade groups of the fifth and sixth grade combination of the Majibacoa municipality in the province of Las Tunas was used. Among the activities developed in this work, the students carry out, for example: interviews with people from the community or their relatives, take photos of their landscapes, make recordings when activities are carried out in the community and together with the teacher, create a bank of digital materials with the objective of preserving their heritage. In these cases, the use of the recorder on the cell phone or tablet is very useful to collect testimonies and photographs that are later converted into videos or other types of presentations. The use of technologies according to the characteristics of Cuban History classes in the conditions of the multigrade group, as set forth by the authors, constitutes references to consider since multigrade constitutes a regularity of the Cuban rural context. Some considerations on the preparation of their classes taking into account the potential of technologies in the conditions of the multigrade class group in order to favor historical training are suggested. This approach thereby raises the quality of training of students in this type of Primary Education institution by having theoretical and practical references to develop their work.

Keywords: History of Cuba, technologies, primary school, multigrade

DOI: 10.61365/forum.2024.049

CASE STUDY FOR MONITORING AUDIOVISUAL CONSUMPTION IN EARLY CHILDHOOD

Isabel Ríos Leonard

Full Professor and Assistant Researcher, Central Institute of Pedagogical Sciences (ICCP), Cuba.

e-mail: isa5celep@gmail.com

Annia Cano Pérez

Full Professor and Assistant Researcher, Central Institute of Pedagogical Sciences (ICCP), Cuba.

Uri Ponce Legrá

Director, Friends of Poland Children's Circle, Cuba.

Abstract: Difficulties in recognizing the significance of early childhood, audiovisual consumption before the age of three, children's audiovisual content that is mostly not relevant for an early childhood audience, diversity of acquisition sources, absence of selection criteria and of limits to overconsumption, insufficient mediation actions during different types of screen use constitute important manifestations of screen consumption by a group of Cuban children in this age group. The team of researchers identified the case study as a valuable tool to explore multifactorial and complex situations found through the aforementioned characterization and the subsequent diagnosis of neurodevelopment, carried out on a group of selected children. The present case study of eight children and families from a municipality in the capital of the country, proposed to use a qualitative approach to reveal some of the possible configurations that audiovisual consumption takes for the development of children in early childhood, in a specific social context.

Keywords: case study, audiovisual consumption, early childhood

DOI: 10.61365/forum.2024.050

FAMILY MEDIATION IN THE DIGITAL EXPERIENCE OF PRESCHOOL CHILDREN IN HOLGUÍN CITY, CUBA

Dania Yisel Riverón Romero

Student, University of Holguín, Cuba.

e-mail: daniariveron6@gmail.com

Abstract: The electronic age marks the amazing wonders of television and communications technology, as well as the risks for the social and intellectual development of children. It is also a huge challenge for parents, whose children spend more time in front of a computer screen or smartphone than in healthy social interactions, affecting emotional health. Raising children in the challenges of the technological world requires preparation of the family. Objective is to promote the study of the psychological impact of digital technology on preschool children and family mediation. Methods used include the theoretical ones: historical – logical, analysis-synthesis, induction – deduction; and the empirical ones: observation, survey, interview and Pre-experiment. Sample. 30 families of children in the 4th year of life, from the Children's Circle: "Caritas Sonrientes". Intentional sample included 20 children with their families. Selection criteria were: both sexes, different levels of development, family types and cultural levels. Results. The initial diagnosis demonstrated the family's insufficient preparation in the knowledge of content and importance of role play at the preschool stage. It was shown that systematic work with the family enriches knowledge of the need and content of role play in the family context and the harmfulness of excessive exposure of the child to the digital world at home. Conclusions are derived from the study that the excessive use of new technologies affects psychosocial development of preschool children in their fundamental activity, role-playing. The implemented by the educational institution system of recreational activities in the improvement of family preparation in gaming activities demonstrated its relevance.

Keywords: child, Family, Family mediation, Technology

DOI: 10.61365/forum.2024.051

FORMATIVE METHOD OF MULTIPLICATION AND DIVISION ACTIONS IN SCHOOL AGE

Yolanda Rosas

Lecturer, National Pedagogical University, Mexico.

e-mail: np yolandarosas@gmail.com

Abstract: The teaching-learning process of mathematics is a relevant area because it develops abstract thinking, analysis skills, anticipation, reflection and a new communication system. However, not all students develop these skills and they often have difficulties in solving mathematical problems. The objective of the research is to show a formative method of multiplication and division actions based on Vygotsky's proposal and the theory of activity applied to teaching (Galperin and Talyzina). Vygotsky's genetic-experimental method was used. The participants were second grade elementary school students from a private school in the city of Puebla, Mexico. The structuring of the didactic content is based on the principle of organization, direction and orientation of the teaching-learning process, developed specifically for mathematics. The results show that students take ownership of the action of measurement, manage to identify multiplication and division actions, solve and propose mathematical problems in a reflective manner. The need for the formation of general systemic concepts (concept of number and decimal number system) for learning arithmetic operations and problem solving is emphasized. The need and feasibility of effective and practically approved proposals related to the teaching of invariant elements in mathematics (magnitude, measurement and number of times) and their relationships for the formation of particular actions such as multiplication and division are discussed. It is concluded that the application of the method has positive effects, since it allows the solution of various mathematical actions, operations, and arithmetic problems, and favors the motivation for learning mathematics.

Keywords: teaching mathematics, mathematical thinking, mathematical actions

DOI: 10.61365/forum.2024.052

THE EMOTIONAL INTELLIGENCE IN ADOLESCENTS AND PARENTS' REPRESENTATIONS OF THE INTERNET RISKS: A RUSSIAN-INDIAN STUDY

Maneela Sirisety

PhD Student, GITAM, India. e-mail: maneelasirisety@gmail.com

Alexandra Aristova

Assistant, Department of Personnel Management and Psychology, Ural Federal University, Russia.

Ravi Shanker Datti

Assistant Professor, GITAM, India.

Abstract: Relevance. Digitalization and associated risks, characterized by nonlinear development, have become increasingly prevalent in today's society. This study delves into the intricate dynamics of internet-related risks among Indian and Russian adolescents, examining parental perceptions and the adolescents' own perspectives in the context of a rapidly evolving digital landscape. Purpose of the study is to study the multidimensional nature of risks experienced by adolescents and adopt a comprehensive approach within the "parents-children" dynamics, by taking into account the emotional intelligence of adolescents. Research methods and sample. Through surveys "Adolescents and the Internet" (Patrakov, 2019), EI (Hall, Golden, 1998, Russian adaptation – Ilyin, 2013) and by conducting focus groups with a sample of 287 families (adolescents and parents) from India (157) in Visakhapatnam region of Andhra Pradesh and Russia (130) in Sverdlovsk region, employing convenience sampling. Main results. The results confirmed that only a small part (2 out of 22) of the representations about the riskiness of Internet communication is related to the use of the Internet; mostly, they are based on some general ideas concerning risk behaviour. The "Core" of representations (by Abric coefficient) of all communities includes two features: spending time on the Internet to the detriment of studies and homework (activity) and hiding the activities that he/she does on the Internet. Other signs of risks are culturally dependent. The high level of emotional intelligence in adolescents is associated with a high level of risk reflection of parents. Conclusion. By bridging the gap between parental concerns and adolescent experience, this study adds depth to the ongoing discourse on digital safety, emphasizing the need for proactive measures to ensure a positive online experience for the younger generation based on the development of adolescents' emotional intelligence.

Keywords: internet risks for adolescents, cross-cultural studies, social representations, emotional intelligence

DOI: 10.61365/forum.2024.053

THE EFFECT OF BODY SHAMING ON TENDENCIES TO ANOREXIA NERVOSA IN ADOLESCENT GIRLS IN SURABAYA

Tri Indah Sari

Student, 17 Agustus 1945 Surabaya University, Indonesia.

e-mail: isari7589@gmail.com

Abstract: There are many dramatic changes in adolescence, one of them is the physical change in which adolescent girls are less satisfied with their bodies due to increased amount of fat. There is an assumption that having a thin body will be easier to adapt to the social environment, influencing adolescents in making a decision to go on a diet even though it causes a tendency to anorexia nervosa. This research was conducted to investigate the effect of body shaming on the tendency to anorexia nervosa in adolescent girls in Surabaya. This study uses a quantitative approach where the respondents were adolescent girls who experienced the tendency to anorexia nervosa in the city of Surabaya with a total of 349 respondents. The instruments in this study were the body shaming scale and the scale of tendency for anorexia nervosa. This study used a simple linear regression test to analyze data (with SPSS 24 for windows program). The results of the study show the value of $F = 54.172$; $p = 0.00$, and $R = 0.135$. This means that there is an effect of body shaming on the tendency to anorexia nervosa in teenage girls in Surabaya.

Keywords: body shaming, anorexia nervosa, adolescent girls, Surabaya

DOI: 10.61365/forum.2024.054

VALUE ORIENTATIONS IN THE FORMATION OF INFORMATION CULTURE IN SCHOOLCHILDREN

Irina Zakharchenko

Graduate student, Ivanovo State University, Russia.

e-mail: irishca12008@mail.ru

Abstract: Modern teenagers are surrounded by a huge number of technical devices. They are online almost around the clock. This is a real parallel world with many possibilities, both negative and positive. Online mode is a new “digital drug”, and when used uncontrollably it causes mental disorders. The digital environment has given rise to new concepts – “digital children”, “digital detoxication”, “digital relationships”. One of the priority areas is research on the development of children and families, whose development is influenced by the digital environment, which entails Internet addiction. With any form of addiction, a person’s system of value orientations is violated. In this regard, we consider the topic of Internet addiction to be relevant. The purpose of the study is to identify the influence of Internet activity on the formation of value orientations among schoolchildren. The study involved 88 respondents aged 10 to 12 years. Empirical data were obtained using the psychodiagnostic methods “Value orientations” by M. Rokich, the Internet Addiction Test by S. Chen in the adaptation by V. L. Malygin, K. A. Feklisov. The analysis of the results shows the following: 1. Adolescents with a pattern of Internet-dependent behaviour have features of value orientations, but only in the internal aspect and only in the rank of these values. 2. The constant desire to be online can form addictive behaviour in a person. The severity of Internet-dependent behaviour is directly related to the ability to meet needs. 3. For teenagers with a pattern of Internet-dependent behaviour, the global network is a means of meeting their needs. It is impossible to isolate modern teenagers from the world of technology and the Internet communications, but it is necessary to teach them to use the global network without harming personality or losing the most important values and landmarks.

Keywords: value orientations, information culture, Internet addiction, digital environment

DOI: 10.61365/forum.2024.055

COGNITIVE AND EMOTIONAL DEVELOPMENT OF THE CHILD

EDUCATIONAL ENVIRONMENT QUALITY IN KINDERGARTEN GROUPS WITH DIFFERENT NUMBER OF CHILDREN

Olga Almazova

Associate Professor, Lomonosov Moscow State University, Moscow, Russia.
email: almaz.arg@gmail.com

Daria Bukhalenkova

Associate Professor, Lomonosov Moscow State University, Moscow, Russia.
email: d.bukhalenkova@inbox.ru

Abstract: As shown by numerous studies the preschool education quality plays the key role in preschoolers' cognitive, emotional and social development. In this regard, the study of factors determining the quality of the educational environment seems to be a relevant and important task. The number of children in kindergarten groups varies significantly in different regions in Russia, which can affect the quality of the educational environment. Our study examined differences in the quality of the educational environment in groups of different sizes. The study involved 97 senior kindergarten groups from three regions of Russia. The CLASS method (Pianta et al., 2008) was used to assess the quality of the educational environment of the kindergarten groups. Kindergarten groups were divided into three types: with a small (15-28), medium (29-34) and large (35-52) number of children. It was found that in groups with a small number of children the scores of Positive Climate and Behaviour Management dimensions are significantly higher than in groups with a medium number of children. The scores of Concept Development dimension in groups with a large number of children are significantly higher than in groups with a medium number of children. In continuation of the study, it is planned to take into account factors related to the professional experience and beliefs of kindergarten teachers when analyzing the relationship between the number of children and education environment quality.

The study has been supported by Russian Science Foundation (RSCF), project no. 23-78-30005.

Keywords: preschool age, early care and education quality, learning environment, kindergarten quality, CLASS.

DOI: 10.61365/forum.2024.056

ON THE QUESTION OF THE INHIBITORY OR STIMULATING ROLE OF MOTIVATION IN THE CREATIVE PROCESS

Diana Bogoyavlenskaya

Head of the Center for Interdisciplinary Research on Creativity and Giftedness,
Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Abstract: The social demand is the work to develop giftedness and creativity in schoolchildren. The value of education will increasingly consist not so much in mastering knowledge and the ability to apply this knowledge, but in mastering the methods of obtaining, “producing” new knowledge about the world as a process of cognition and research. However, competitive events that are actively used in the education system are based on the idea of the stimulating role of achievement motivation as an effective means of developing and supporting giftedness. Our understanding of the nature of creativity and giftedness has a directly practical outcome, since it requires an alternative pedagogical strategy. Objective is to provide a scientific substantiation of the strategy for developing giftedness in the education system, which is distinguished by increased attention not to effective assessment (study success, victories in competitions), but to the development of the need for cognition. Method. The study used age modifications of the author’s method “Creative Field”. Main results. An alternative approach to the issue of stimulation of creativity by means of developing achievement motivation and vanity is presented. The role of achievement motivation that inhibits the process of cognition is shown. Conclusion. Our long-term experimental study of motivation in the creative process allows us to conclude that achievement motivation ensures the effectiveness of cognitive activity within the framework of the tasks already assigned to a person, ensuring its productivity. Entering deeper layers of knowledge really requires giving up the desire to achieve a quick and effective result. Striving for the same goal and having achieved it, the process of cognition does not stop, which ensures the ability to pose new problems and produce new knowledge.

Keywords: cognition, education, development, creativity, giftedness, cognitive motivation, achievement motivation

DOI: 10.61365/forum.2024.057

IMPACT OF DIGITAL TOYS ON THE DEVELOPMENT OF PRESCHOOL CHILDREN

Svetlana Butova

Piano Teacher, MBU DO “Wind Music School of Donetsk”, Russia.

Abstract: Modern life cannot be imagined without the Internet and digital technologies. As a result, the age threshold for children to get acquainted with gadgets decreases and the number of toys that include digital content increases [digital toys-QI]. Following the lead of advertising and striving to provide children with the best, some parents see QI as a complete replacement for traditional toys and shift their parental functions to them. There is an illusion that QI should develop a child automatically, without the help and guidance of adults. This point of view has its negative consequences. For successful personality formation, both cognitive and emotional development of the child and the formation of moral foundations are important. Then, as a preschooler grows up, he or she will be able to understand the feelings of others, show empathy, desire to help and other moral and socially useful qualities. This requires the active participation of parents in children’s lives. The goal of the study is to consider research on the impact of digital toys on the development of preschoolers, classification, and possible risks of interaction. Methods include studying and analyzing the literature and summarizing the results. There are 3 research areas in the field of digital technology application: studying the features of gaming activities using various technologies (gadgets, QI, computer programs); comparative studies of playing with QI and traditional toys; the influence of the frequency and nature of a child’s interaction with gadgets on the development of cognitive processes. Within these frameworks, QI is classified according to their degree of technological complexity (L. Hall classification) or according to their purpose (digital and smart). There are diametrically opposed opinions about the impact of digital technologies on the development of preschoolers: some focus on risks, while others focus on new opportunities. Research allows us to find some common principles. When observing the norms of screen time, there is a positive effect of QI on perception, cognitive activity, and thinking of a preschooler. When screen time was exceeded, there was an increase in the level of aggression, a decrease in the ability to hold attention, and a decrease in the quality of traditional gaming activities. QI cannot completely replace traditional games and playing with peers. Risks. Evidence suggests that in early preschool age, the main elements of QI (light and sounds) distract from social interaction carried out with the help of facial expressions, gestures, vocalization which are necessary for the social development of the baby. Excessive digital activity can cause a lack of interest in the real world and a preference for the virtual

world. Functions such as recording, storing and sharing information about their users raise the issue of child safety. Any toy should promote the child's development, encourage to take positive actions and reflect a good meaning. Toys displaying instruments of violence, cruelty, and weapons are unacceptable, because they stimulate aggressive, destructive behaviours.

Keywords: digital toys, risks, research, preschool development

DOI: 10.61365/forum.2024.058

COMMUNICATIVE AND EMOTIONAL FEATURES OF STUDENTS IN IT FIELD

Liudmila Dikaya

Professor, Southern Federal University, Russia.

e-mail: dikaya@sfedu.ru

Abstract: To ensure the effective work of IT specialists, it is necessary to develop future skills in them in addition to hard skills. The purpose of the research is to study the level of communicative and emotional features of students in IT fields. The sample consisted of 186 people, 96 of which were students of IT areas of educational centers for gifted children of various types: basic education (students aged 14–17 years of the Specialized Educational Scientific Center (STSC) of the Southern Federal District of the Russian, 48 males and 6 females), additional (all males, 14–17 years old Rostov regional center for gifted children “Steps of Success”), and 90 adult IT specialists, 30–50 years old (69 males, 21 females). Psychological testing included such methodological tools as Individual Typological Questionnaire by Sobchik; questionnaire “Methods of coping behaviour” by Lazarus; Emotional Intelligence Test by Hall; Leonhard-Schmishek test (accentuations of character); diagnosis of interference in emotional contacts; and diagnostic technique for assessing self-control in communication by Snyder. Statistical analysis was performed using SPSS Statistics 26. Results. Significant differences were revealed in the level of communicative and emotional characteristics in representatives of each of three study participants groups. Thus, IT-students of the S USC are significantly distinguished by high spontaneity, rigidity, demonstrativeness, hyperthymia and aggressiveness ($p \leq 0.05$). At the same time, they have a large arsenal of coping strategies, and significantly higher emotional awareness and empathy ($p \leq 0.05$). Students of “Steps of Success” are significantly distinguished by high indicators in seeking social support and decisions planning, inflexibility of emotions and high self-motivation ($p \leq 0.05$). Adult IT specialists differ from students in more introversion, anxiety and emotiveness ($p \leq 0.05$). However, adult IT specialists have a wide range of coping strategies. Conclusion. The communicative and emotional features of IT students are determined by their age, professional experience and type of educational environment.

Keywords: IT students, emotional features, communicative features

DOI: 10.61365/forum.2024.059

SELF-CONCEPT AND BELIEFS REGARDING MATHEMATICAL PROFICIENCY AMONG PRIMARY SCHOOL STUDENTS

Belén García-Manrubia

Associate Professor, University of Murcia, Spain.

Jaime Garcia-Montalban

Associate Professor, University of Murcia, Spain.

Inmaculada Méndez

Associate Professor, University of Murcia, Spain.

Abstract: In the field of mathematics education, it is common to observe students dealing with feelings of rejection, frustration, or denial. These attitudes and behaviours are deeply intertwined with their beliefs about mathematics, constituting a fundamental aspect of their learning experience. Consequently, challenges faced during Primary Education, if left unaddressed, tend to persist, and manifest themselves in Secondary Education, subsequently affecting higher education trajectories. This study aims to analyse and describe the significance of beliefs about oneself as a learner and about the level of mathematical proficiency in Primary Education students, with the goal of evaluating the necessity for designing tools that support these aspects in future pedagogical intervention programmes. A total of 113 Primary Education students aged between 9 and 12 years (43.2% girls) from a school in south-eastern Spain participated. The instrument administered for data collection comprised the subscales for beliefs about oneself as a learner and about the degree of mathematical skill, developed by Molera Botella (2012), involving a total of 7 items assessed using a Likert scale (1-4). Analysis revealed that the self-concept factor among participants yielded a mean score of 14.7 (SD=3.05), while beliefs regarding mathematical proficiency averaged at 5.29 (SD=1.54). Spearman's correlation was employed due to the absence of normality in variances, revealing a positive and statistically significant relationship between the two factors ($Rho=0.662$; $p<.001$), indicating a strong linear correlation. Self-concept and beliefs about mathematical competence are closely intertwined in this study. This complex interplay between both factors underscores the need to foster a positive self-concept and strengthen mathematical skills from the earliest stages of education. The use of motivating and personalised learning experiences facilitated by innovative digital tools holds promise for achieving a lasting impact on mathematics learning throughout a student's academic journey.

Keywords: mathematics education, self-concept, beliefs, primary education

DOI: 10.61365/forum.2024.060

DO CHILDREN'S EXECUTIVE FUNCTION CORRELATE WITH THE TOYS THEY PLAY WITH?

Margarita Gavrilova

Researcher at the Department of Psychology of Education and Pedagogy,
Faculty of Psychology, Lomonosov Moscow State University, Russia.
e-mail: gavrilovamrg@gmail.com

Abstract: There is a consensus in the scientific literature that play is one of the most effective means of development of preschool children. However, not much research is devoted to the study of toys, while they are the means of building play and, therefore, can influence it to a large extent. This study was aimed at clarifying the scientific data on the association between executive function and the choice of certain toys by children. The data were considered while controlling for children's gender, as preliminary analyses have shown that this variable could significantly influence the choice of a particular toy. The sample consisted of 204 children aged 4 to 5 years. It was shown that the better a child's cognitive flexibility is, the more likely he or she is to choose a less realistic toy that is far from real-life experience. Children with weak and average cognitive switching ability are more likely to prefer to play "with a shop where we go every day" rather than "with a dragon that happens only in fairy tales". At the same time, choosing the most realistic toys was significantly positively related to the auditory working memory score ($r(154) = -.174, p = .030$). Children who prefer toys that are close to real life are able to retain more verbal information in memory than peers who play fairy tale toys.

Keywords: game, toy, mental development, preschool age

DOI: 10.61365/forum.2024.061

RELATION BETWEEN THE PATTERNS OF MOBILE PHONE USE AND TEENAGERS' EMOTIONAL INTELLIGENCE

Anna Hernández García

Mental Health Clinic, Villa Clara, Cuba.
e-mail: annahernandezgarcia7@gmail.com

Yaritza García Ortiz

University of Medical Sciences, Villa Clara, Cuba.

Mailyn González Pérez

Mental Health Clinic, Villa Clara, Cuba.

Abstract: The increase in the use of mobile devices is substantial, being identified mostly in adolescence age. The aim is to determine the relation between the patterns of the use of mobile phones and the emotional intelligence in teenagers of pre-university school “Andrés Cuevas” in Camajuani Municipality. Methodology. Quantitative research of a descriptive-correlational and transversal type was carried out between February 2022 and November 2023. The sample consisted of 81 10th grade teenagers selected by intentional non-probabilistic sampling by criteria. For the data collection the Trait Meta-Mood Scale (TM-MS-24) and the Test of Mobile Phone Dependence (TDM) were used and for the data analysis the frequency distribution and Spearman’s correlation coefficient through SPSS were applied. Results. The age 15 years, the male sex and the favorable economic conditions were predominant. As patterns of mobile phone use the time of use was identified as exceeding 2 or 3 hours daily. The application most often used by males was the videogames, the girls used the social media most. A low mobile phone use perception was predominant in the teenagers; on the other hand, parents’ criteria was the opposite. Teenagers received frequent calls for attention from parents due to excessive use. The more affected mobile phone dependency indicators were tolerance, difficulties caused by excessive use and difficulties controlling impulse. It was also found that, the greater the need for mobile phone consumption gets; the lower emotional facilitation becomes. It was also found that if there are difficulties or the impulsive control by the mobile phone decreases, the emotional regulation decreases as well.

Keywords: teenagers, ICT addiction, emotional intelligence

DOI: 10.61365/forum.2024.062

EXECUTIVE FUNCTIONS IN PRESCHOOLERS WITH VARYING DEGREES OF FAMILIARITY WITH GADGETS

Marina Isachenkova

Graduate Student, Herzen University, Russia.

Abstract: Executive functions, that is, mental functions that exercise control over lower-ranking cognitive functions (Nikolaeva, Vergunov, 2017), are actively formed in preschool age. There is highly conflicting evidence about how digital device use and screen time affect cognition in general and executive function in particular. That is why the purpose of this work was to study the effect of time spent by a preschool child with a gadget on two main parameters of executive functions: working memory and inhibitory control. Working memory was studied using the O.M. method by Razumnikova, inhibitory control in the go,go and go,no go paradigm (Vergunov, Nikolaeva, 2008). 95 children aged 4-7 years were examined. Parents reported in the questionnaire that they allow their children to use gadgets for recreational purposes from one to three hours a day on weekends. Also, each child uses two or three gadgets constantly. Children use the following electronic devices: tablet, phone, game console, electronic watch, laptop, TV. The children, in turn, reported playing games and watching cartoons. There were no differences between children in terms of working memory, who were involved to varying degrees in activities with gadgets. However, children who used the gadget for less than three hours had higher inhibitory control scores than children who did not use the gadget or children who used the gadget for more time. All this indicates the need to limit the involvement of a modern child in interaction with a gadget. At the same time, there is no evidence that a child should not be given a gadget during the preschool period.

Keywords: gadgets, Executive Function, preschoolers

DOI: 10.61365/forum.2024.063

FORMING THE BASIC COMPONENTS OF PERSONALITY DEVELOPMENT IN EXTRACURRICULAR ACTIVITIES

Elena Joukova

Senior Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

Abstract: In the modern world, due to the rapid development of technology, the institution of growing up in the children's community is seriously suffering. When communicating through electronic devices, children stop interacting in real time and place. A child deprived of full-fledged social interaction does not receive adequate feedback about himself. The purpose of the study is to investigate the influence of hiking on the forming of basic personality characteristics that ensure adulthood. Research methods and sampling. The main method of research was the observation in natural conditions of a water hike, winter trips of local lore. The sample consisted of 150 people. The main results. The independence and responsibility that ensure adulthood can be grown in joint extracurricular activities with a significant adult. During the hike, the child "leaves" the familiar environment and is forced to start taking care of himself in a form accessible to the age (choose clothes according to temperature, humidity, keep things in order), overcome a feeling of discomfort, follow the rules. Interaction with a coach on a hike is characterized by the fact that an adult and a child are in the same conditions and their vital activity depends on the actions of each other, which generates responsibility as a basic requirement. When everyone copes with difficulties together and joint well-being develops from this, then trust in the world, respect and value of an adult, partner, group, self-respect, recognition of the correctness of common rules are born. Conclusion. In the process of solving the tasks of the hike, global tasks of child development are solved, fundamental characteristics that ensure adulthood are developed.

Keywords: extracurricular activities, hiking, independence, responsibility

DOI: 10.61365/forum.2024.064

ANALYSIS OF PSYCHOSOCIAL EDUCATION FOR THE DEVELOPMENT OF CHILDREN

Sebnem Kan Guldal

Faculty of Education, Societal Research and Development Center,
Near East University, Turkey.
e-mail: sebnem.guldal@neu.edu.tr

Fahriye Altinay

Societal Research and Development Center, Near East University, Turkey.

Zehra Altinay

Societal Research and Development Center, Near East University, Turkey.

Abstract: Within the scope of the course titled “Children at Risk and Their Education” studying at the Social Research and Development Center, Atatürk Faculty of Education, Department of Basic Education, Pre-School Teaching, awareness was provided to the teacher candidates of the child groups at risk, and weekly psychosocial support training was provided to the children in this group. Children at risk are children under the age of 18 who are exposed to one or more risk factors in personal, environmental or relational areas. The concept of child at risk includes children between the ages of pre-natal and 18 years, unborn, newborn, pre-school, primary school, youth and adolescence. Dependent children, special needs, neglect and abuse, refugee, immigrant and asylum-seeking children, fractured family, children in terms of socioeconomic and sociocultural aspects, children in terms of language and differences are included in the scope of children at risk.

Keywords: children, psychosocial education, Sustainable Development Goals, quality

DOI: 10.61365/forum.2024.065

PLAYING EXERCISES WITH ELEMENTS OF NON-VERBAL COMMUNICATION AS A MEANS OF ADAPTATION TO PRE-SCHOOL FACILITIES FOR 2–3 YEARS OLD CHILDREN

Natalia Lvova

Psychologist, University Multidisciplinary Psychological Center, Moscow State University of Psychology and Education, Russia.

Abstract: The paper considers the possibilities of using game exercises with elements of nonverbal communication in children of the 3rd and 4th years of life as a means of adaptation to pre-school education. Nowadays the question of the use of game exercises as support for the child during the adaptation period is not sufficiently investigated. The aim of the study was to describe an experimental study and the results of optimizing the adaptation of children of the 3rd and 4th years of life to the conditions of preschool education when using game exercises with elements of nonverbal communication. The study was conducted in three stages: ascertaining diagnostics, developmental classes, and control. Diagnostics included 2 observation maps to diagnose the peculiarities of the emotional state of children during the adaptation period and indicators of nonverbal communication. The study sample consisted of 40 children: 14 children of the 3rd year of life ($m = 32$ months) and 26 children of the 4th year of life ($m = 40$ months), 19 boys and 21 girls. In developing classes with EG children, game exercises with elements of nonverbal communication were used, forming an address to a partner (peer, adult). 12 classes were held (15-20 min.) 3 times a week for a month. The significance of the differences at the control stage in the EG and CG was confirmed by data analysis using the Mann-Whitney test ($p < 0.001$). The average rank of adaptation indicators in children from the EG is significantly higher than in children from the CG: $29.53 > 11.48$. These results allow us to speak about the effectiveness of developmental activities conducted with children from the EG. The results confirmed the hypothesis that game exercises with elements of nonverbal communication help to optimize the period of adaptation of younger preschool children to the conditions of preschool education.

Keywords: adaptation, pre-school education, non-verbal communication

DOI: 10.61365/forum.2024.066

STUDYING RISK FACTORS OF DIGITAL ADDICTION IN PRIMARY SCHOOL AGE CHILDREN

Eveline Miroshnichenko

Medical Psychologist, «Neuro-psy» clinic, Russia.

Abstract: Working with young patients every day, I see that 9 out of 10 have digital device addiction and attention deficit hyperactivity disorder, behavioral disorder, decreased emotional intelligence. Now we cannot say exactly what this dependence will lead to in several years, but we can correct it now by instilling digital culture. The purpose is to study the risk factors of digital addiction of primary school age children. Research methods include analysis of literary sources, definition of concepts, patient observation, conversations with the patient and parents, questionnaires, data visualization. Results. The main risk factors are the age of up to 8 years, the beginning of interaction with a digital device before the age of 3, high employment of parents, a lot of free time for children, digital addiction of parents. Conclusions. Digital addiction in primary school children is an urgent problem of modern psychology. Risk factors for digital addiction in children are the early onset of interaction with digital content, lack of discipline in the family, digital dependence of the parents, role, physical and emotional functioning of parents, an integral indicator of the quality of family life. All this slows down the child's cognitive development, impairs emotional intelligence, and leads to attention deficit hyperactivity disorder.

Keywords: cognitive development, digital addiction, Internet, child's mental health, children and technology, child-parent relationships, mobile phones, digital experience, dependent behaviour, CBT therapy

DOI: 10.61365/forum.2024.067

RESILIENCE AND SELF-EFFICACY OF ADOLESCENTS IN OFFLINE INTERACTION

Natalya Mozgovaya

Associate Professor, Southern Federal University, Russia.

Abstract: Adolescence is a special period of personality development. It is today that a teenager is under the strong influence of stressful factors that require the formation of such a personality trait as resilience. Purpose of the work is to study resilience and self-efficacy of adolescents in offline interaction. Methods include the Resilience test (S. Muddy, D.A. Leontiev, E. I. Rasskazova); Methodology for determining subject and social self-efficacy (M. Scheer, A. V. Boyarintseva). The sample consisted of 100 teenagers from Rostov schools. The Mann-Whitney U-test and Spearman correlation analysis were used. Results. Differences in the level of resilience components in adolescents with different levels of subject self-efficacy were confirmed. Average level of objective self-efficacy was identified with an average level of resilience components: involvement, control, risk-taking, which manifests itself in a lack of confidence in their ability to change the situation and the result, unwillingness in all situations to act riskily for the sake of gaining experience. Adolescents with a high level of subject competence have a high level of involvement and control, and an average level of risk-taking, which is expressed in the pleasure of activity, in the belief that life presents many interesting opportunities. The absence of differences in the level of resilience components among high school students with different levels of social self-efficacy has been established. Both groups of schoolchildren are convinced that in any situation it is necessary to stay informed of what is happening, in offline contact with people, making every effort to understand the situation. Significant correlations between the level of subject self-efficacy, social self-efficacy and the characteristics of resilience have been revealed. Conclusion. The more confident teenagers are in themselves, in their communication skills, the more resilient they are, the more likely they are to maintain relationships with others in difficult situations, and to be able to study.

Keywords: resilience, objective and social self-efficacy, adolescents, in offline interaction

DOI: 10.61365/forum.2024.068

EMOTIONAL AND PERSONAL DEVELOPMENT OF PRIMARY SCHOOL AGED CHILDREN ENGAGED IN SWIMMING

Alexandr Nikitin

Postgraduate Student, Ural Federal University, Russia.

e-mail: alexandrnnikitin@yandex.ru

Yulia Tokareva

Professor, Ural Federal University, Russia.

Abstract: Promoting the emotional and personal development of primary school age students is one of the fundamental tasks of psychological science. This age period is considered as sensitive, giving a stable positive effect throughout human life (Y. V. Vardanyan, O. A. Laskutkina, etc.). In search of conditions for the comprehensive development, psychological and pedagogical sciences tend to investigate special education, additional classes in various sections and interest groups (S. A. Ganina, Abraukhova V. V., etc.) An idea of how additional classes affect the development of a child will allow parents and teachers to choose the types and forms of activities in such a way as to enhance the positive effect and stop the negative one. The purpose of the study is to describe the characteristics of emotional and personal development of younger schoolchildren engaged in recreational swimming. Research methods and sampling. The sample consists of 60 children of primary school age. The experimental group consisted of 30 children systematically engaged in recreational swimming. The control group consisted of 30 children who did not attend swimming classes. Gender distribution in the control and experimental groups was 15 boys and 15 girls. The research methods correspond to the scientific interest and are aimed at studying both the characteristics of personal development and emotional development. To assess the dynamics of changes in emotional and personal development, a questionnaire survey of parents and a conversation with a swimming coach were used. The main results show that the differences in emotional and personal development among the subjects of the control and experimental groups are of a gender nature and are established by indicators of sociability, self-esteem, confidence, emotional stability, well-being, activity, aggressiveness. Younger children who attend swimming classes have greater emotional stability and personal well-being, unlike their peers who do not show interest in swimming.

Keywords: primary school age, emotional development, personal development

DOI: 10.61365/forum.2024.069

RELATION BETWEEN EXECUTIVE FUNCTIONS AND REGULATION OF ACTIVATION IN CHILDREN WITH DIFFERENT LANGUAGE STATUS AT THE BEGINNING OF SCHOOL EDUCATION

Yuliya Novgorodova

Senior Lecturer, Udmurt State University, Russia.

Vera Khotinets

Director of the Institute of Childhood, Head of the Department of Speech Therapy,
Udmurt State University, Russia.

Daria Medvedeva

Professor, Udmurt State University, Russia.

Abstract: The study raises the problem of benefits and difficulties of younger monolingual and bilingual schoolchildren at the beginning of school education by identifying the relation between regulation of activation and executive functions. Regulation of activation ensures the maintenance of general and selective activity associated with indicators of slow tempo, fatigability, impulsivity, hyperactivity, and tendency to perseveration. Executive functions provide planning and programming of activities, retention of the plan during execution, control over the processing and the achieved result. The study involved 150 primary school children at the age from 7 to 8.4 ($M = 7.7$, $SD = 0.39$). These included 75 primary school children with balanced bilingualism (Udmurt and Russian languages); and 75 monolinguals with native Russian. The following methods of neuropsychological executive functions research were used: Go-No-Go Task, Verbal Fluency Test, Counting, Problem Solving, Verbal Memory Test, Visual-Spatial Memory; computerized tests of the psychologists' toolkit software "Moscow State University Practice": Stroop Test, Shulte Tables, Dots. Regulation of activation were observed during all the trials. The mathematical and statistical analysis included: Structural Equation Modeling implemented with IBM SPSS Statistics V22.0. The leading functions of activity regulation were identified as predictors of executive functions productivity in monolingual and bilingual primary school students. Different development trajectories of executive functions individual components of children with different language status were identified. An increase of reactivity of monolinguals reduced the productivity of their cognitive flexibility in nonverbal activity, whereas it ensured the productivity of auditory-speech memory among bilinguals. While the activity of monolinguals led to an increase of cognitive flexibility and inhibitory control in solving non-verbal tasks, bilinguals tended to increase cognitive flexibility in speech activity. The research was

financially supported by the Russian Science Foundation (RSF) research project №23-28-10202.

Keywords: executive functions, activity regulation functions, bilingualism, neuropsychological examination, primary school students

DOI: 10.61365/forum.2024.070

EVALUATION OF NEUROCOGNITIVE DEVELOPMENT OF EARLY CHILDREN AND ITS RELATIONSHIP WITH AUDIOVISUAL CONSUMPTION

Annia Cano Pérez

Full Professor and Assistant Researcher, Central Institute of Pedagogical Sciences
(ICCP), Cuba.

e-mail: anniacanoperez81@gmail.com

Uri Ponce Legrá

Director, Friends of Poland Children's Circle, Cuba.

Abstract: The stated intention of using the results of the study carried out on audiovisual consumption for early childhood development as a starting criterion for the design of actions with children and their mediators is complemented by the present result. It provides a way of evaluating aspects of child neurodevelopment related to the activity of consumption, which constitutes a specific novelty. No previous study has been carried out in the Cuban educational context that attempted to reveal a part of this complex relationship between this type of activity and early childhood development. 16 children from the Círculo Infantil Amiguitos de Polonia, from the Plaza de la Revolución municipality, were evaluated. They were given a protocol consisting of a comprehensive pediatric evaluation, a cognitive evaluation using the Reynolds Brief Intelligence Test, a language evaluation (as the area most impacted by screen consumption, according to criteria from international studies), and the Statue test, taken from the Nepsy-II Children's Neuropsychological Battery, included in the domain of attention and executive function evaluation. Of these, valid information was obtained in 14 children, because one did not cooperate and another did not understand the orientation of the task.

Keywords: evaluation, neurocognitive development, early children

DOI: 10.61365/forum.2024.071

SERIOUS GAMES AND COMPUTER COMPETENCIES DEVELOPMENT: A COGNITIVE VIEW

Carlos Andres Caldas Quintero

Student, University Manuela Beltrán, Columbia.

e-mail: carlos.caldas@umb.edu.co

Abstract: This study aims to identify the relationship between Serious Games (SG) and the development of competencies related to computer programming in educational contexts, through which it is intended to demonstrate that SG are a quite effective tool to support the learning process in any level of instruction in childhood. For that, a based-game experience was designed with a SG named Code Combat, which is focused on programming languages like Python. The Game was applied in the 6th grade of a private school in Bogotá, Colombia to reinforce programming skills in kids. In methodology, a mixed-methods sequential explanatory design, also known as DEXPLIS, was applied. In the first place, in the quantitative data collection phase, an online questionnaire hosted in the platform Qualtrics was used to apply the pre-test and post-test. These questionnaires consisted of ten multiple-choice questions with a single answer related to basic grammar, parameters, strings, variables, and loops in Python. Then, in the qualitative data collection, a semistructured interview script with open questions that inquired about the user's experience with the videogame was used as an instrument to assess the learning process. As a result, it was found that the SG had a positive relationship with learning, especially in enhanced specific skills processes like the use of maths, language, and writing code among others. The principal finding was a parallel development between computer programming and other generic skills related to English, Math, and Spanish. It is concluded that SG has a positive relationship with the development of competencies within the formal education environment, which indicates a great potential to support teaching and learning processes in childhood.

Keywords: competencies, computer programming, serious games, childhood learning process

DOI: 10.61365/forum.2024.072

CRACKING THE CODE OF IRANIAN PRESCHOOLERS' EMOTION WORD COMPREHENSION: UNRAVELING THE PUZZLE OF INDIRECT VS. DIRECT MEASURES

Shafiee Rad Hanieh

Research Associate, Shahrekord University, Iran.

e-mail: haniehashafieerad@gmail.com

Naderi Mina

Head of the Department of Preventive Care, Shahrekord University, Iran.

Abstract: This empirical investigation explores the complex interconnection between direct and indirect evaluations of emotion word comprehension in a sample of Iranian preschool children. The study involved recruiting sixty-nine participants, ranging in age from two to five years. The participants' understanding of a total of twelve emotions, including six basic and six complex emotions, was evaluated through the utilization of a tablet-based 4-alternative forced choice task. This task incorporated facial expression photographs as stimuli to gauge the children's comprehension. Simultaneously, parents were requested to provide assessments regarding their children's comprehension and usage of emotional words. The findings of the study demonstrate a significant interaction between parent-reported emotion word production, age, and the performance of preschoolers. Specifically, a significant alignment between parents and children was observed exclusively among the older age group, suggesting a developmental aspect to comprehending emotional words. Contrary to expectations, parent-reported word comprehension did not emerge as a significant predictor of accuracy in the children's performance. This discovery implies the presence of discrete cognitive processes in preschoolers' comprehension of emotion words, indicating that direct and indirect assessments may access distinct levels of representation. These findings enhance our comprehension of early childhood development and provide insights into the intricate nature of evaluating emotion word comprehension. By clarifying the connection between direct and indirect measures, this study establishes a foundation for future research in this field, ultimately enriching our understanding of the cognitive mechanisms involved in young children's comprehension of emotional words.

Keywords: emotion word comprehension, parental reports, preschool children

DOI: 10.61365/forum.2024.073

SKILLS OF PRIMARY SCHOOL STUDENTS TO EXERCISE SELF-REGULATION: AN INTERVIEW OF CLASSROOM TEACHERS

Olga Stankevich

Lecturer, Belarusian State Pedagogical University named after Maxim Tank,
Republic of Belarus.

e-mail: shavluykevich@mail.ru

Abstract: Primary school age is an important stage in the development of personality: a student develops the ability to learn, which is impossible without self-regulation of activity. In order to determine the skills of younger students to exercise self-regulation, we conducted a survey of classroom teachers of grades 1-4 (n=31). The BRIEF questionnaire (adaptation by E. Y. Gorina, T. V. Akhutina) was used to conduct the study. Classroom teachers note that younger students do not have sufficient skills to exercise self-regulation. When solving educational tasks, students miss the sequence of actions, do not always calculate the time of solution, they can start completing tasks at the last moment. Written works are not always thought out and structured. They do not always check the completed work for errors, even after being reminded by the teacher, they make mistakes due to inattention. They forget to do their homework, they need a reminder from their parents, and the school does not always hand over the completed task to the teacher without a reminder. Students often do not write down their homework, do not listen to its explanation. This puts the teacher in front of the need to explain homework to non-parents, which increases the burden on the teacher and shows the involvement of parents in the educational activities of their children where the independence of the child is important for the development of activities and the success of its implementation. Not all children can control their personal belongings: they lose their phone, water bottle, sports clothes, money, pass, house keys, notebooks. The results show insufficient skills of students to carry out self-regulation of activities, including in the classroom. The purposeful formation of self-regulation skills of younger schoolchildren is relevant. It can not only increase the effectiveness of educational activities, but also reduce the burden on teachers.

Keywords: self-regulation, primary school age, educational activities, teacher survey

DOI: 10.61365/forum.2024.074

HIGHLY SENSITIVE CHILDREN IN EUROPE

Armand Veleanovici

College of Psychologists of Romania, Romania.

Ana Madalina Simion

Associate professor, Expert Psy Association, Romania.

Abstract: This study is the result of an international collaboration of researchers and practitioners who collaborate to the common goal of developing a support-oriented approach for hypersensitive children in their immediate environment. High sensitivity is a temperamental trait that characterizes about 20% of population. Research confirms that highly sensitive people process information and stimuli from their environment more deeply than others. These individuals are more sensitive to both positive experiences as well as the negative ones. The trait takes on a special meaning when we talk about children. For highly sensitive children, inadequate developmental conditions can become particularly burdensome, affecting their future. The main goal of the project is to develop, test and implement a comprehensive model of support for highly sensitive children of preschool and early-school age. We use data from previous studies, so this is longitudinal theoretical research, based on recent data, which is conducted to develop new theories, concepts and frameworks that can be applied in the future. Regarding the intense experiences of highly sensitive children and the effects they have on their activities, the conclusion is that it is important that this innate trait can be identified from as early an age as possible, as it can become a protective factor, but also a kind of risk for maladaptive behaviours or emotional problems (anxiety, depression) in adulthood. As shown, both family and school environment contribute to the optimal development of highly sensitive children, which involves a process of cooperation between parents and educators, teachers. Those with whom highly sensitive children come into contact should be able to identify them as such, to be able to support them emotionally, and to adapt environmental conditions according to the children's ability to process stimuli at a level that does not overwhelm them.

Keywords: highly sensitivity, temperament, child development

DOI: 10.61365/forum.2024.075

RAISING A CHILD IN A FAMILY DEPENDING ON THE SEVERITY OF THE TYPE OF MINIMAL BRAIN DYSFUNCTION (MMD)

Svetlana Volik

Postgraduate Student, Ural Federal University, Russia.
e-mail: voliksvetlana@bk.ru

Yulia Tokareva

Professor, Head of the Department of Personnel Management And Psychology,
Ural Federal University, Russia.

Abstract: The role of raising a child in a family can hardly be overestimated, especially when the child has problems mastering the educational programme and learning ability. The increase in the number of primary schoolchildren with minimal brain dysfunction (MMD) actualizes the task of coordinated influence of family and school on cognitive development and correction of emotional disorders. The purpose of the work is to study the characteristics of raising a child of primary school age in a family, depending on the severity of minimal brain dysfunction (MMD). The practical scope of this work is to identify methods of psychological support for families in the development of a child with minimal brain dysfunction. Methods include analysis of school medical records, Toulouse-Pieron test, questionnaire for assessing the level of school motivation by N. G. Luskanova and methods for determining the level of mental development of children 7–12 years old E. F. Zambitsevichene, method of diagnosing parental relationships (ORO) A. Ya. Varga and V. V. Stolín, questionnaire “Psychological type of parent” by V. V. Tkachev. The study involved 53 primary school students (14 girls and 39 boys) and 53 parents. As a result, two groups of students were identified: the first group included 23 children (13% girls and 87% boys) who had neurotic diagnoses, including MMD, in their medical reports based on the results of a neurologist’s examination. The second group, healthy children included 30 students (37% girls and 63% boys). As a result of studying the characteristics of upbringing, differences were established. The majority of parents in the first group with a neurological diagnosis are dominated by an authoritarian psychological style with an active life position and the desire to be guided by their own beliefs and opinions with an uneven application of educational measures. Parents of the second group tend to overcome the child’s problems and show desire to facilitate his learning tasks. These parenting styles have a negative impact on both cognitive and emotional development. A child with MMD requires the selection of special techniques in training and development. Thus, the family plays an important role in the cognitive development of a child of primary school age.

Keywords: raising a child in a family, minimal brain dysfunction, cognitive development, disturbances in the emotional sphere

DOI: 10.61365/forum.2024.076

EFFECTS OF POSTPARTUM PTSD ON CHILD SOCIOEMOTIONAL DEVELOPMENT

Vera Yakupova

Researcher, Lomonosov Moscow State University, Russia.

e-mail: vera.a.romanova@gmail.com

Abstract: It is crucially important to investigate child development in the context of parent's mental health. Unlike postpartum depression, postpartum PTSD has only recently become the focus of research work. Evidence regarding the long-term effects of postpartum PTSD on child development is still scarce and controversial. Therefore, the aim of the present study was to investigate the long-term effects of postpartum PTSD symptoms on child socioemotional development. At the first stage of the study women who gave birth within the previous 12 months to a live-born child in Russia completed a survey on their mental health and birth experience. At the second stage of the study the data on the mothers' mental health and their child's development was collected in 2 years follow-up. 419 mother-child pairs with full information from both stages of the study were included in the study sample. Edinburgh Postnatal Depression Scale was used to assess postpartum depression and City Birth Trauma Scale was used to measure postpartum PTSD symptoms at the first stage of the study. At the Stage 2 of the study Beck Depression Inventory was used to assess maternal depressive symptoms. The participants completed Child Behavior Checklist, exploring child emotional and behavioral problems. The regression model showed statistically significant association between postpartum PTSD and CBCL scales: internalizing problems ($B=0.18$, $CI:0.09, 0.27$, $p = 0.00006$), externalizing problems ($B= 0.17$, $CI: 0.09, 0.25$, $p = 0.00005$), total CBCL scores ($B= 0.20$, $CI: 0.12, 0.28$, $p = 0.000003$). Associations remained significant after controlling for concurrent maternal depression and postpartum depression. Higher postpartum PTSD scores are associated with higher rates of child emotional and behavioral problems. It is important to implement programmes for prevention and early intervention for postpartum PTSD that could greatly influence the well-being of women and their children. The study was supported by the grant of the Russian Science Foundation (RSF), project No. 22-18-00356 ("Maternal PTSD and Postpartum Depression as a Risk Factor for Child Emotional and Cognitive Development").

Keywords: postpartum PTSD, child emotional development, child behavioral problems, maternal mental health

DOI: 10.61365/forum.2024.077

GADGET USE, NONVERBAL INTELLIGENCE, AND COGNITIVE FUNCTIONING IN PRESCHOOL-AGE CHILDREN: PILOT DATA ANALYSIS

Tatyana Zhilyaeva

Professor, Department of Neurology, Psychiatry and Narcology, Faculty of Additional Professional Education, Psychiatrist at the Mental Health Center, Privolzhsky Research Medical University; V.M. Bekhterev National Research Medical Center for Psychiatry and Neurology, Russia.
e-mail: bizet@inbox.ru

Ulyana Nasonova

Psychologist of the Mental Health Center, Privolzhsky Research Medical University, Russia.

Ekaterina Tolstobrova

Master, Privolzhsky Research Medical University, Russia.

Abstract: Currently, children are faced with a completely new challenge to civilization: the use of gadgets begins from preschool age and often, despite attempts to control by parents, reaches signs of addiction. Research on the gadgets' effects on a child's mental health is contradictory. There is extensive evidence of the negative impact of the digital environment on children's cognition and behaviour (Swing et al., 2010; Tamana et al., 2019), but other studies suggest that attempts to reduce viewing while simultaneously encouraging moderate use of apps may have positive effects on children's executive functioning and psychosocial development (McNeill et al., 2021). Objective of the study is to assess the association of gadget use by senior preschool children with cognitive functions, intelligence and speech development. Methods: Children (n=39, 5-7 years old, 23 boys) were examined using the SHUHFRIED hardware and software system, non-verbal intelligence assessment "Leiter-3" and were examined by a psychiatrist (as part of the "Study of neurobiological predictors of children's academic success"; Priority 2030). Gadget use was studied based on parent survey. Results: children with developmental language disorder (n=17) more often than healthy children (n=22) had the sign "The range of interests is limited to gadget" (3/17 versus 0/22, p=0.0744). The intensity of gadget use correlated inversely with the results of "The forms addition" subtest (Leiter-3; $r = -0.33$; $p = 0.047$), which assesses the ability to arrive at a holistic image by fragments operating (deductive thinking). However, the frequency of gadget use had positive effect on the reaction speed of the SHUHFRIED determination test (measuring reactive resistance to stress, attention and reaction speed in situations with rapidly changing optical and acoustic stimuli) ($r = -0.41$; $p = 0.010$). Conclu-

sions. The use of gadgets in older preschool age has multidirectional associations with various indicators of children's mental development. To minimize risks and optimize the cognitive development, detailed large-scale studies are needed.

Keywords: gadget use, nonverbal intelligence, cognitive functioning, preschool-age children

DOI: 10.61365/forum.2024.078

FEATURES OF AGGRESSION IN ADOLESCENTS WITH DIFFERENT LEVELS OF PREDISPOSITION TO DEVIANT BEHAVIOUR

Svetlana Zholudeva

Head of the Department of Psychology, South Federal University, Russia.

e-mail: svzholudeva@sfedu.ru

Abstract: In modern society, deviant behaviour is not a unique and new problem in the psychological and pedagogical literature, however, the study of deviations has become especially relevant in the XXI century. Currently, the propensity of adolescents to various forms of deviation has increased significantly. In the works of Russian psychologists (M. A. Alemansky, L. M. Zyubin, A. N. Leontiev, A. E. Lichko, A. R. Luria, D. I. Feldstein and others) and criminologists (V. N. Kudryavtsev, G. M. Minkovsky, A. R. Ratikov, A. M. Yakovlev and others) it is believed that deviant behaviour is not determined by «innate mechanisms», due to socio-psychological reasons, including the nature of the microenvironment, shortcomings of upbringing, as well as the shift of spending time in the online space. The aim of the research is to study the characteristics of aggression in adolescents with different levels of predisposition to deviant behaviour. To conduct the study, we used the analysis and generalization of scientific literature and psychodiagnostic techniques: a diagnostic questionnaire to identify propensity to various forms of deviant behaviour (DAP-P) and a questionnaire to study the level of aggressiveness by A. Bass and A. Darki (standardized in Russian by Yu. A. Zaitsev, Yu. A. Kuznetsova and A. A. Khvan). To establish the reliability of the differences, the data were processed using descriptive statistics methods. The subjects were 102 teenagers, aged 15–16 years. According to the results of the study, it can be concluded that adolescents with an average level of deviant behaviour show more pronounced signs of all types of aggression. Thus, all types of aggression according to statistically significant differences between respondents with low and medium levels of predisposition to deviant behaviour («indirect aggression», «irritation», «negativism», «resentment», «suspicion», «verbal aggression», «aggressiveness index», «hostility index») are more pronounced in the behaviour of adolescents with an average level of tendency to deviant behaviour as compared with adolescents with a low level of inclination.

Keywords: psychology, teenagers, deviant behaviour, aggression, aggressiveness, online interaction

DOI: 10.61365/forum.2024.079

EDUCATION IN THE DIGITAL ERA

VALUE ADDING ACTIONS FOR SUSTAINABLE EDUCATION TO NEXT GENERATIONS

Zehra Altinay

Societal Research and Development Center, Near East University, Turkey.
e-mail: zehra.altinaygazi@neu.edu.tr

Fahriye Altinay

Societal Research and Development Center, Near East University, Turkey.

Dervise Toklu Amca

Faculty of Education, Societal Research and Development Center, Near East University, Turkey.

Abstract: Childhood is seen as an immutable part of the life chain. Childhood is a social concept and is defined by society-specific norms. Childhood of the modern age is defined through the idea that “a child who is an individual with his rights”. With this change, new formations began in society and the “child” became accepted as the most valuable stakeholder of the society. As the Near East University Social Research and Development Center, we aim to raise conscious awareness and guide the sustainability of this awareness by coming together with the society in a common power circle by organizing various projects under this umbrella of thought. In this context, we can implement projects planned for children in the field by making cooperation protocols with institutions and organizations. Our projects include several events and activities. Within the scope of Dikmen Municipality cooperation protocol, with schools affiliated to the town, “Child Rights Event” was held. Within the scope of the event organized for awareness purposes, various activities were organized for pre-school teacher candidates regarding the articles included in the “Children’s Rights Convention”. Educational playgrounds were created in school gardens, allowing children to learn while having fun. By donating educational materials, the tools in the learning process were enriched, children were supported to learn by doing, experiencing, exploring, and permanent learning was achieved. The events were held within the scope of sustainable development goal 17 and sustainable development goal 4 within the mission of the Social Research and Development Center. Recently, gener-

ational learning practices project were conducted with elderly and children. In this event, cultural learning, the role of technology was shared with over 30 children and 50 elderly people. In the event, elderly people cooked traditional foods to children, children performed traditional folk dance for elderly people. In the joint session, roles of technology and emerging technologies were explained in the seminar.

Keywords: children, education, Sustainable Development Goals, values

DOI: 10.61365/forum.2024.080

PEDAGOGICAL PRACTICES ON THE TRAINING OF CHILDREN'S ASSISTANTS

Maydel Angueira Gato

Professor, University of Pinar del Río, Cuba.
e-mail: maydelangueiragato@gmail.com

Noslen Palacio Angueira

Student, University of Medical Sciences, Cuba.

Abstract: The proposed training for childcare assistants responds to the need to structure training with a differentiated approach, given the diversity of backgrounds, experience, preparation and functions of the staff involved in the care and educational attention of children. The work presents a strategy aimed at the differentiated training of the children's assistant, with the purpose of favoring originality and aesthetic taste, essential aspects for the development of creativity in the educational process, from the assumptions of Plastic Education. The sample selected for the research were 26 assistants from the province of Pinar del Rio. Theoretical, empirical and statistical methods made it possible to identify the training needs, which allowed the verification of the problem from the initial diagnosis to the evaluation of the proposal's degree of validity. The instrumentation was in correspondence with the contents offered by the educational programme for preschool children, taking advantage of the potentialities in the communities, central axis in the implementation of the strategy. All this allowed the assistants to achieve a quantitative and qualitative increase in their knowledge of creativity, showing a better professional performance.

Keywords: training, children's assistant, creativity

DOI: 10.61365/forum.2024.081

LEARNING IN THE ERA OF THE FOURTH INDUSTRIAL REVOLUTION: OPPORTUNITIES, CHALLENGES, AND THE ROLE OF EDUCATORS AND STAKEHOLDERS

Elis Kakoulli Constantinou

Deputy Director, Language Centre, Cyprus University of Technology, Cyprus.
e-mail: elis.constantinou@cut.ac.cy

Abstract: The transition to the fourth industrial revolution has brought about changes that have affected all areas of life including the way people learn. Today the boundaries between the physical and digital spheres have become obscure. Advancements such as digital communication, Extended Reality (XR), Artificial Intelligence (AI), etc. have revolutionized the way people live and share information. This paper delves into the evolving landscape of learning in the fourth industrial revolution era, exploring modern theories of learning and elaborating on the importance of educators and stakeholders in facilitating education for sustainable development in this context. More specifically, the paper discusses how children learn according to the learning theories of Social Constructivism and Connectivism, and the important role of digital technologies in this journey of building knowledge. The paper also discusses the challenges which arise alongside these opportunities, such as data privacy concerns and the need for equipping educators with the appropriate skills to be able to address these challenges effectively. Finally, it emphasizes the role of educators and stakeholders such as Ministries of Education and policymakers in general in harnessing the potential of emerging technologies to foster inclusive and quality education for sustainable development for all.

Keywords: children, educators, stakeholders, sustainable development

DOI: 10.61365/forum.2024.082

ADOLESCENTS' DIGITAL READING (BASED ON DIGITAL TEXT AND HYPERTEXT MATERIAL)

Natalia Borisenko

Leading Researcher, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

e-mail: borisenko_natalya@list.ru

Abstract: In modern conditions, digital reading is increasingly in demand. The greatest manifestation of the reading transformation processes is found in adolescents. However, psychologists currently do not have reliable research data on the digital reading specifics. The empirical research conducted by N. Borisenko, K. Mironova, and S. Shishkova holds particular significance as it delves into different modifications of digital reading among adolescents 11-15 years old. The purpose of the study is to determine distinctions in the level of text comprehension during reading in different environments: from paper and from screen. The research methods include ascertaining experiment, statistical data processing, and oculography. The study was carried out in two stages using two modifications of an electronic text. At the first stage (2022-2023), a monocode static text in PDF format (6,500 characters) was used as a stimulus material. The experimental group read the text offline from a computer screen, while the control group read an identical paper text. The sample consisted of 712 students. The research unveils that at the effective level, understanding a digitized text is not inferior in most parameters to reading from paper. In different age groups of testees, there were no statistically significant differences ($p > 0.05$) in the level of comprehension when reading from screen and from paper. This conclusion coincides with the results of current foreign meta-analyses. The differences were found at the processional level. At the second stage (2024), the goal is to conduct a pilot study of the characteristics of students' perception and comprehension of hypertext using eye tracking. The study's findings lead to the conclusion that at the current stage of digital reading development, comprehension of electronic texts differs from reading from paper in a processional sense, but does not have significant differences at the effective level.

Keywords: screen reading, electronic text, comprehension, adolescents, static text, hypertext

DOI: 10.61365/forum.2024.083

PERSONALITY OR COGNITIVE ABILITY? ANALYSING SUCCESS FACTORS IN THE LINGUISTIC DOMAIN

Evgeniya Gavrilova

Head of Laboratory, Moscow State University of Psychology and Education, Russia.
e-mail: g-gavrilova@mail.ru

Abstract: Linguistic abilities offer promising opportunities for successful professional realization in the international community. Therefore, the study of individual psychological characteristics that contribute to the effective acquisition of foreign language seems to be a significant research task. The contribution of cognitive abilities, in particular verbal intelligence, is confirmed by several studies (Kormos, 2013). However, the nature of the relationship between non-cognitive factors and linguistic abilities requires further scientific clarification. The present research aims to study the contribution of cognitive abilities such as abstract and verbal intelligence, as well as personality traits, including such dispositions as Openness to Experience, Consciousness, Extraversion, Neuroticism and Agreeableness, into different measures of linguistic abilities. 109 students of the faculties of foreign participated in this study performing several linguistic tests. The evaluated indicators included language reasoning, grammatical literacy, the ability to remember the meanings of unknown words, auditory short-term memory. Abstract intelligence was measured by the J. Raven Standard matrices and verbal intelligence was assessed by the verbal subscales of the Amthauer Intelligence Structure Test. Personality traits were tested by the short version of the “Big Five” questionnaire (Shchebetenko, 2014). The results of the study showed different patterns of interaction of linguistic indicators with cognitive and personal variables. The strongest correlations were revealed between the abstract intelligence and the language reasoning ($r = 0.59$; $p < 0.000$) as well as abstract intelligence and the auditory short-term memory ($r = 0.41$; $p < 0.05$). Verbal intelligence showed significant positive relationships with grammatical literacy ($r = 0.33$; $p < 0.000$). In terms of personality traits, significant correlations have been found between language reasoning and Consciousness ($r = 0.3$; $p < 0.05$), as well as between the ability to remember the meanings of unknown words and Openness to experience ($r = -0.23$; $p < 0.05$). General data are discussed in terms of modern approaches to the measurements of linguistic abilities.

Funding: The study was supported by the RSF (№ 23-28-01292 dated 13.01.2023).

Keywords: linguistic abilities, cognitive abilities, personal traits

DOI: 10.61365/forum.2024.084

GENERAL EDUCATION IN THE DIGITAL WORLD – PROBLEMS AND PROSPECTS

Olga Karabanova

Head of Department-professor, Lomonosov Moscow State University, Russia;
e-mail: okarabanova@mail.ru

Abstract: The socio-cultural situation of childhood in a modern transitive information society is characterized by the digitalization of general education, creating the contours and foundation of innovative forms of educational institutions. New opportunities and new risks arise in the form of dichotomies: a wide range of available educational content gives rise to risks of simplification of the content of education; involvement and high motivation evokes the tendency for the entertainment component to predominate; high educational mobility is combined with digital inequality, both primary (provision of technical means) and secondary (possession of digital competencies). The transfer of a number of functions in the educational process to digital means gives rise to anxiety and a feeling of loss of control over learning. Automation of routine activities causes distrust in results and aggravates the experience of digital incompetence. The digital management system of an educational organization causes a loss of meaning in teaching activities and risks of alienating participants in the educational process from decision-making. Analytics of the educational process in order to optimize it and form an individual educational trajectory leads to a decrease in the activity of the subject of education in its design. In practice, the digitalization of general education is often mistakenly identified with the transition from analogue to digital media, while digitalization is the transformation of the educational process based on the use of digital technologies, which act as socio-cultural means that mediate human activity and determine the formation of higher mental functions. Digital didactics as a branch of pedagogy aimed at organizing the educational process in the context of digitalization determines the principles and strategy for the modernization of general education. The principles of digital didactics include promoting the formation of independence and subjectivity of educational activities, the formation of the ability to learn based on the mastery of universal educational actions, the construction of an individual educational trajectory based on the increasing role of the student himself, the principle of expediency as the relevance of educational goals - planned results (personal, meta-subject and subject) and pedagogical methods and digital technologies, organization of educational activities and educational cooperation and the relationship between forms of communication in the real and virtual environment, the principle of saturation and redundancy of the information environment, visibility as multimodality and multimedia,

organization of formative assessment using digital technologies, meaningfulness of learning and connection with life tasks, taking into account the age-related psychological characteristics of children and adolescents.

Keywords: digitalization of education, risks of digitalization, digital didactics, individual educational trajectory

DOI: 10.61365/forum.2024.085

MOTIVATION FOR THE AFFILIATION OF STUDENTS WHO PREFER TRADITIONAL OR DISTANCE LEARNING

Irina Kashirskaya

Assistant Professor of the Chair of Psychology of Education,
Southern Federal University, Russia.

e-mail: K_irinak@mail.ru

Abstract: The motivation of affiliation is based on a person's need to communicate with other people, the desire to be accepted and approved by strangers and acquaintances, friends, colleagues, and various significant others. Meanwhile, many people are afraid of being deceived in their expectations, rejected when taking the initiative to enter into a trusting relationship, and are afraid of non-reciprocal contacts. In situations where real, direct contacts are limited, some perceive this as depriving them of their freedom of choice, while others, on the contrary, rejoice that the decision to narrow the circle of real communication is made for them. If it is possible to choose the form of education, distance or offline, one of the factors influencing the choice may be the expressiveness of the motivation of affiliation. The aim of the empirical study was to study the motivational trends of affiliation among students who prefer a traditional or distance education model. The work used A.Mehrabian's questionnaire, Affiliation questionnaire, and the Fisher criterion. The study involved 200 students (70 boys and 130 girls). 78% of students agree that traditional education provides better training in the specialty, but nevertheless, 53% would like most classes to be held remotely. The majority of young men prefer the distance format, and 31% of them have the predominant motive of fear of rejection. For young men who are oriented towards the offline format, the motive of hope for affiliation prevails or the motivational trend is not expressed. 58% of girls supported the traditional model and 71% of them have a predominant motive of striving for people. Among girls focused on the online format, the motive of fear of rejection was revealed in 41% and in 44%, the motivational trend was not revealed.

Keywords: motivation, affiliation, traditional learning, distance learning, the need for communication, fear of rejection

DOI: 10.61365/forum.2024.086

ACADEMIC SUCCESS AND THE EMOTIONAL WELL-BEING OF A STUDENT

Ksenia Katkalo

Ural Federal University named after the first President of Russia B. N. Yeltsin,
Herzen State Pedagogical University of Russia, Russia.

Anna Pecherkina

Ural Federal University named after the first President of Russia B. N. Yeltsin,
Herzen State Pedagogical University of Russia, Russia.

Georgy Borisov

Ural Federal University named after the first President of Russia B. N. Yeltsin,
Herzen State Pedagogical University of Russia, Russia.

Abstract: One of the factors in the growth of well-being of the population in the Russian Federation is the quality of education, the main indicators of which are academic success and the emotional well-being of the student. The purpose of this article is to provide a theoretical and methodological background for the concept of “academic success”, to identify factors of academic success and, on this basis, to discuss the relationship with the emotional well-being of a student. Methods of research. The theoretical and methodological basis of the study is the theoretical provisions on the essence of academic success of students (B. G. Ananyev, V. N. Druzhinin, M. R. Shabalina), the provisions of the theory of cognitive development of the child’s personality in modern educational environment (A. I. Savenkov), theory of ecological systems (U. Bronfenbrenner). Results. The concept of “academic success” is defined as a special emotional state of a student, which consists of objective performance (academic performance) and a subjective attitude towards these results and the educational activities of the student. Academic success and emotional well-being of schoolchildren mutually determine each other through mediating factors, including the attitude to the situation of testing knowledge, the student’s satisfaction with achievements and relationships with parents, teachers, peers, as well as the student’s involvement in the educational process. Conclusion. The scientific novelty of the results obtained lies in the theoretical substantiation of the concept of “academic success” as an indicator that combines objective results, self-attitude and satisfaction with the student’s achievements, as well as in identifying possible directions for researching the relationship between academic success and emotional well-being as important indicators of the student’s positive development. Concretizing this relationship may become the goal of an empirical study of emotional well-being on a sample of Russian schoolchildren.

Keywords: academic success, emotional well-being of a schoolchild, subjective well-being

DOI: 10.61365/forum.2024.087

PSYCHOLOGICAL SECURITY OF HIGH SCHOOL STUDENTS IN COMMUNICATION WITH CLASSMATES AND TEACHERS

Eleonora Lidskaya

Junior researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

e-mail: elidskaya@gmail.com

Abstract: Safety in the communicative interactions of schoolchildren with classmates and teachers is one of the indicators of the environmental friendliness of the educational environment. The purpose of this study was to empirically identify the extent to which modern high school students feel psychologically protected in situations of communication with classmates and teachers. At the same time, we proceeded from the hypothesis that the psychological security of high school students in communication with teachers will be higher than in communication with classmates. For this purpose, the questionnaire “How protected do you feel at school?” was used. (Baeva, 2002). The study involved 85 high school students aged 16 to 18 years, including 30 boys and 55 girls. According to the results obtained, a high level of psychological security in communication with classmates was shown by 57.6% of high school students, which is slightly higher than in communication with teachers (48.2%). The average level of security in communication with classmates was shown by 22.4% of high school students, which is slightly less than in communication with teachers (27.1%). A low level of security in communication with classmates was shown by 20.0% of high school students, which is also slightly less than in communication with teachers (24.7%). However, in general, the stated hypothesis was not confirmed, since the differences in psychological safety in situations of communication with classmates compared to communication with teachers turned out to be statistically insignificant. As a result of the study, it was found that only half of high school students feel psychologically safe in communication with classmates and teachers. This indicates the need for more attention to the development of green communication abilities of both high school students and teachers.

Keywords: psychological security, high school students, communication, classmates, teachers

DOI: 10.61365/forum.2024.088

TEACHER IN THE ERA OF DIGITALIZATION: RESOURCES AND RISKS

Larisa Mitina

Chief Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia;
e-mail: mitinalm@mail.ru

Abstract: The change in the conditions of professional activity of a teacher is associated with the process of digitalization of all spheres of human life, especially education: the formation of mixed reality, «phygital», transforming values, meanings, familiar ways of organizing the educational process, the emergence of a «digital personality», «digital socialization». It is the teacher who determines the vector of transformation of the digital environment: either into development resources or into risks of self-realization. Objectives. Theoretical substantiation, empirical verification and technological actualization of psychological resources for determining personal and professional development of a teacher. Sample. Students (n=663), school teachers (n=34), university professors (n=100), high school students (n = 118). Methods. The study consisted of four stages. A special methodological programme has been developed for each stage. In the process of work, methods of statistical data processing were used. Results. The specificity of the content of psychological resources of personal and professional development of teachers is revealed: reflexive design, constructive coping, emotional and value involvement. It is proved that the complex of resource – prognostic constructs – meta-resources – acts as a predictor determining the high level of personal and professional development of a teacher. Conclusion. The concept of resource- predictive determination of the teacher's development, based on the idea of the maximum possible reliance on self-development and self-organization, assumes the teacher's effective use of the totality of resources – psychological (personal) and technological (digital). The technology of updating teachers' psychological resources of personal and professional development has proven its effectiveness in experiments and is recommended for implementation in the educational process of schools, colleges, universities.

Keywords: Personal and professional development, resource – predictive determination, digitalization, teacher, students, resources, risks

DOI: 10.61365/forum.2024.089

PSYCHODIDACTICS OF DIGITAL EDUCATIONAL ENVIRONMENT: MODERN RESEARCH DIRECTIONS

Yulia Panyukova

Leading Researcher, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia. e-mail: apanukov@mail.ru

Elena Alexandrova

Senior Researcher, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Abstract: The digitalization of educational environment occurred as a result, which led to the reformatting of traditional psychodidactic meanings and the design of new conceptualizing psychological and pedagogical effects of the educational environment and phenomena. The goal was to search for conceptual “touches” and a new thesaurus in the field of psychodidactics of the digital information and educational environment. Methods. Focusing on the adoption in psychodidactics of the formulas “who to teach”, “who teaches”, “what and how to teach” and “where to teach”, we undertook an analysis of Russian-language publications on the key phrase “digital educational environment”. Data selection occurs on the basis of Elibrary. Articles published in 2020-2023 in periodicals indexed on the basis of the RSCI were taken into account. Results. The directions of modern interpretations of psychodidactics in the digital educational environment have been identified. The researchers outlined a conceptual approach to the formation of digital socialization as a new ecosystem. Within this form, the topic of “who to teach” is associated with the analysis of modern students’ psychology and is headed by such phenomena as “generation of digital socialization”, “online and offline behaviour”, etc. The perspective of research in the field of “who teaches” is focused on problems of educators’ interaction with digital educational transformation and the consequences of this interaction of “roles”. Psychodidactic aspects of teacher education or reflection on the topic “what and how to teach” are associated with the concepts of “digital pedagogical design”, “digital pedagogy”, “learning analytics”, and are analyzed through such phenomena as “rhizomatic learning”, “participatory networks”, “implicit learning”, etc. Organization of spaces of the digital educational environment with points of psychological resourcefulness, presented by single studies. Conclusion. The analysis performed allows us to draw conclusions on the design of a new conceptual form and thesaurus, representing modern areas of research in the field of psychodidactics of the digital educational environment.

Keywords: digital educational environment, psychodidactics, digital socialization, digital pedagogical design, digital pedagogy

DOI: 10.61365/forum.2024.090

“PSYCHOLOGICAL COST” IN ADAPTATION OF TEACHERS TO THE DIGITAL ENVIRONMENT

Eduard Patrakov

Associate Professor, Head of Laboratory, Ural Federal University, Russia.

Natalia Vodopyanova

Professor, Faculty of Psychology, St. Petersburg State University, Russia.

Abstract: The growth of informatization in society leads to the transformation of vocational activity (Vodopyanova; Zankovsky; Karpov; Lepsky; Panov; Sergeev; Oboznov; Tolochek; Shadrikov; Shingaev). Digitalization trends presuppose introduction of computer-mediated communication (Annenkov et al.; Rosina; Rheingold) into the activities of socioeconomic professions. With an increase in communication capabilities, the potential for successful vocational activity increases due to the efficiency, algorithmicity of information transmission (Senokosova; Sheresheva et al.; Get Ready for a Future of Virtualized Devices ...; Graham; Information Economy Report ...). At the same time, the risks of burnout are increasing (Panov, Vodopyanova, Patrakov). In psychology, the problem of the formation of an “expanded personality” (Semenov) and similar concepts is discussed: “Augmented Human Intellect” (Engelbart), “Extended self” (Belk), “Extended mind” (MacFarquhar), “Completed Person” (Feigenberg), “Expanded psyche” (Falikman), “A person expanded by digital means” (Arkhangelsky et al.). But what is the “psychological cost” of “expanded personality” for teachers? Purpose of the study is to identify personal and organizational-environmental factors of successful adaptation to vocational activity in the digital environment (among the teachers). Research methods and sample. “Scale of burnout for socioeconomic specialties” (Vodopyanova et al.); questionnaire “Transformation occupational behaviour of teachers in digital environment” (Petrakov); the author’s questionnaire on the delegation of moral choice in the context of ethical dilemmas and digitalization (Petrakov, Vodopyanova) were applied. School teachers who use digital technologies for at least 30% of their working time (n=96, all respondents are women 23 to 68 years old) participated. Main results. A model of development and regression of teachers’ vocational characteristics in the digital environment of has been formed. Conclusion. The integral characteristic of the investigated “psychological cost” is not stable. This is a dynamic characteristic reflecting the interaction of subjects in the digital environment and with the digital environment in the teacher-students-digital environment system.

Keywords: digitalization of society, burnout, digitalization of vocational activity, values, vocational stress (stress-on-job)

DOI: 10.61365/forum.2024.091

ANALYSIS OF PREDICTORS OF STUDENTS' PSYCHOLOGICAL WELL-BEING

Svetlana Persiyantseva

Senior Researcher, Federal Scientific Center for Psychological
and Interdisciplinary Research, Russia.
e-mail: perssvetlana@yandex.ru

Sergey Artemenkov

Professor, Moscow State University of Psychology and Pedagogy (MSUPE), Russia.

Abstract: The study of psychological well-being of students is one of the key priorities in educational institutions, especially in the context of transition processes in the society. Factors that contribute to achieving psychological well-being can serve as predictors of personal well-being in students. The following factors can be distinguished as such predictors: control over life and one's own decisions; resilience and the ability to cope with stress; involvement in life and activities; the presence of goals and meaning in life; satisfaction with the process and results of life; the ability to control one's emotions and behaviour; awareness and acceptance of risks. The aim of the work was to study the relationship between psychological factors of students' well-being and indicators of their personal resource, which were considered as predictors of psychological well-being. Psychological well-being was measured using K. Ryff's Psychological Well-Being Scale. Personal resource was determined by the indicators of the Life-Meaning Orientations Test, the Resilience Test, and the Uncertainty Tolerance Questionnaire. The sample included second-year students of a humanitarian university aged 18 to 21 years. The study was conducted using descriptive statistics and network correlation analysis using the R programming language. The study confirmed the initial hypotheses about the existence of sufficiently pronounced and stable relationships between psychological predictors (personal resource constructs) and students' psychological well-being. It was also found that the contribution of personal resources for students with high and low levels of psychological well-being is significantly different. Students with high well-being demonstrated a better ability to complete complex tasks, and also demonstrated greater resilience and a positive attitude towards others and themselves.

Keywords: psychological well-being, personal well-being, life-purpose orientations, self-acceptance, resilience

DOI: 10.61365/forum.2024.092

MOTIVATIONAL FEATURES OF HIGH SCHOOL STUDENTS AS RELATED TO THE ETHICALITY OF CHOICE WHEN MAKING DECISIONS IN CORRUPTION RISK SITUATIONS

Marina Sergeeva

Analyst, National Research University Higher School of Economics, Russia.

Irina Pogozhina

Professor, Faculty of Psychology, Lomonosov Moscow State University, Russia.

Abstract: Popularization of anti-corruption education plays an important role in the formation of negative attitudes towards corruption among students. To increase the effectiveness of such educational measures, it is necessary to take into account psychological regulation of decision-making in corruption risk situations. It becomes possible by combining knowledge from jurisprudence and psychology. The aim of the research is to study the links between motivational features of tenth graders (life goals, ethical positions, locus of control, conformity- suggestibility and individual value orientations) and their choice in situations of corruption risk. Method and sample. The correlational study involved 112 tenth-graders from Moscow schools aged 16-18. Results. It has been established that pupils with “personal growth” as an internal life goal, have an expressed idealism, an internal locus of control and are oriented towards “universalism” are significantly more likely to make ethical choices when making decisions in corruption risk situations. Respondents with relativism and a value orientation towards achievement make ethical choices significantly less often. The total number of corrupt choices demonstrates inverse relationships with the above variables. Making ethical decisions with orientation to the morality of justice is positively correlated with the internal life goal “personal growth” and idealism, and with the morality of care, showing low relativism indicators. Corrupt choices based on the principle of justice are more often made by pupils with fame as an external life goal, value orientation to achievements and weakly expressed idealism are important, and based on the principle of care as reported by respondents with relativism, high level of conformity and external locus of control. Conclusion. Based on the results of the study, which combines knowledge from law and psychology, recommendations for education that will help develop ethics and ability to make informed decisions in corruption risk situations among high school students are formulated.

Keywords: decision making, corruption, Motivation, moral orientation, high school students

DOI: 10.61365/forum.2024.093

FRUSTRATED NEED TO ACHIEVE SUCCESS IN EDUCATIONAL ACTIVITIES IN THE FORMATION OF ADOLESCENTS' INTERNET ADDICTION

Svetlana Shvetsova

Associate Professor, Yaroslavl State Medical University, Russia.
e-mail: svshvec@yandex.ru

Tatyana Mikhailova

Head of the Department of Psychophysiology and Clinical Psychology, City Center for Educational Development, Russia.

Natalya Rusina

Head of the Department of Clinical Psychology, Yaroslavl State Medical University, Russia.

Alexandra Smirnova

Laboratory Assistant, Department of Clinical Psychology, Yaroslavl State Medical University, Russia.

Abstract: The relevance of the study is due to the increasing penetration of the Internet technologies not only in the world of adults, but also in the world of children. The risks associated with this process are obvious, but not yet fully realised. It is also necessary to understand what provokes children's withdrawal into the virtual world of the Internet, and what can serve as a defense against such withdrawal. The aim of our research was to study the role of frustration of the need to achieve success in learning activities in the formation of Internet addictions. The research methods were the questionnaire «Internet Addiction Test» by Kimberly Young, «School Anxiety Test» by Phillips, comparative analysis, correlation analysis. The study involved 4640 students of 7-11th grades from 120 schools of the Yaroslavl region. The study was conducted in a remote form using electronic forms of Yandex. The main results of the study are the description of the dynamics in the level of frustration of the need to achieve success in learning activities and Internet addiction from class to class, the identification of correlation between these indicators at a high level of significance ($p < 0.001$) and the description of the features of their interaction at different stages of Internet addiction formation. As a conclusion, it can be noted that initially it is the frustration of the need for achievement that determines and contributes to the formation of the Internet addiction in students. At the next stage, when the addiction is formed, it is internet addiction that determines the measure of frustration of the need for achievement. Thus, firstly, the lack of success situations in the life of schoolchildren pushes them to immerse in the Internet space, and then

immersion in the Internet space becomes the cause of dissatisfaction of the need for success.

Keywords: frustration of the need to achieve success, Internet addiction, prevention

DOI: 10.61365/forum.2024.094

DEVELOPMENTAL TRAJECTORIES OF CHILDREN'S PERSONALITY IN VARIOUS EDUCATIONAL ENVIRONMENTS

Evgeniya Shishova

Institute of Psychology and Education of Kazan (Volga region) Federal University;
Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.
e-mail: Evgeniya.Shishova@kpfu.ru

Abstract: The purpose of our study is to explore the problem of the development of child's personality in the system of preschool education. Many Russian and foreign psychologists have studied the social conditioning of personality development in children (L. S. Vygotsky, L. I. Bozhovich, D. B. Elkonin, E. Erickson, A. N. Leontiev, S. L. Rubinstein). The concepts and approaches in which the educational environment is a source of mental development of the individual (L. S. Vygotsky, A. N. Leontyev, V. I. Slobodchikov, S. L. Rubinshtein, N. E. Veraksa, A. N. Veraksa, V. A. Yasvin and etc.), as well as the system-environmental approach in education (I. A. Baeva, V. I. Slobodchikov, V. A. Yasvin, V. V. Rubtsov, A. Bandura, K. Rogers, etc.) should also be noted. Methodology is based on socio-cultural concepts devoted to "environmental" influence on mental development of an individual (Vygotsky, 1962; Bronfenbrenner, 1999). Empirically, four unique modern types of educational environments with different opportunities have been identified. Tendencies have been identified towards correlation between the quality parameters of the educational environment (according to the ECERS-R scales) and the personal characteristics of children, as well as significant differences in the personal characteristics of preschoolers in different types of educational environments. "Stimulative-productive educational environment" and "learning environment" contribute to the development of the child's passivity and dependence, and "heuristic educational environment" and "creative environment" are characterized by a focus on the free development of an active child and the disclosure of his personal potential. This study shows that the educational environment of a preschooler predetermines personal development. The quality of the environment anticipates the trajectory of further development of children in the intellectual, social and personal aspects of life. The main task associated with supporting the creative beginning of the individual lies in the search for forms in which such support can be realized.

Keywords: children, development in childhood, children's personality, expertise, educational environment

DOI: 10.61365/forum.2024.095

INDIVIDUAL DIFFERENCES OR THE CONTENT OF LEARNING? THE ROLE OF COGNITIVE DIFFERENCES IN THE FORMATION OF ELEMENTARY MATHEMATICAL CONCEPTS BASED ON THE CHAT PRINCIPLES

Anastasiya Sidneva

Senior Researcher, Lomonosov Moscow State University, Russia.
e-mail: asidneva@yandex.ru

Abstract: Numerous studies in the psychology of assimilation of mathematical concepts implicitly rely on the so-called “factor” approach, which evaluates the contribution of various factors (external and internal) to the academic achievement (Hetty, 2017). However, in the CHAT tradition, a key role is assigned to the construction of learning, in particular, its content (concepts, actions and means). The purpose of the study is to assess to what extent adequately structured learning content can offset cognitive differences in the assimilation of elementary mathematical concepts. *Methods.* The study involved 133 preschoolers aged 6–7 years, of which 52.6% were boys. The cognitive processes of children were assessed using the NEPSY-II subtests along with Raven’s Coloured matrices. Also, a pre- and post-test of mathematical concepts and skills was conducted using the authors’ diagnostic tools. Participants from each subgroup (with low, medium, and high level of cognitive development) were randomly assigned to the 3 experimental and 1 control groups, so that the ratio of participants in the groups was uniform. Each of the three experimental groups was involved in a specially designed programme (15 classes of 15–20 minutes each). In all three programmes, children were asked to master the same content (concepts and actions), but the types of symbolic means used differed (“symbol” means, “sign” means and “model” means) *Results.* Children with different levels of cognitive development mastered the programmes with “symbol” and “sign” means equally successfully. Cognitive differences affected the effectiveness only in the case of using “model” means. *Conclusion.* The content of education plays a more important role in the formation of initial mathematical concepts in older preschoolers than the level of development of their cognitive abilities. However, the more complex the programme is in terms of the symbolic means used, the greater the contribution is made by the level of development of children’s cognitive abilities.

Keywords: elementary math concepts, senior preschoolers, cognitive differences, symbolic means, CHAT

DOI: 10.61365/forum.2024.096

HAVANA SECONDARY EDUCATION TEACHERS' PERCEPTION OF THE FACILITATION OF DIGITAL COMPETENCES IN ADOLESCENTS

Alberto Antonio Carballo Soca

Assistant professor, Faculty of Psychology, University of Havana, Cuba.
e-mail: alberto.carballo@psico.uh.cu

Abstract: Digital competences are the set of knowledge, skills and attitudes related to the use of digital technologies in different areas and for various purposes. It is possible to identify citizen's digital competence as a key competence in current societies developed permanently throughout the life cycle. Meanwhile, in school contexts it is possible to differentiate between the digital competences of students and teachers, which necessarily vary with the role assumed in the teaching and learning processes. In this sense, teachers have to facilitate the digital competence of students, both citizen and educational. This is essential in adolescence, as it is a period of human development in which multiple biological, social and psychological changes occur. Likewise, it brings the need to think about educational practices in order to make them more attractive, motivating and effective. In the environment of secondary education in Cuba, taking into account social and economic factors, such as the digital transformation of society and the COVID-19 pandemic, digitalization practices are relatively recent. The purpose of this presentation is to systematize research experiences with secondary education teachers in the province of Havana, carried out from 2022 to the present with more than 500 educators participating. The objective is to analyze their perception of the facilitation of digital skills in adolescents, in terms of information and data literacy, communication and collaboration, content creation, safety and well-being, responsible use, and problem solving. Strengths and weaknesses are identified in the affective, cognitive and behavioral components and their implications are analyzed from the perspective of the comprehensive training of the students. Finally, practical recommendations are offered along with the suggestions for future research.

Keywords: digital competences, adolescence, secondary education

DOI: 10.61365/forum.2024.097

EXAMINING TEXTING IN THE CLASSROOM BETWEEN ADOLESCENTS WITHOUT AND WITH LEARNING DISABILITIES: DO CLASSROOM CLIMATE AND ACADEMIC BOREDOM MATTER?

Thanos Touloupis

Assistant Professor, University of the Aegean, Greece.

e-mail: t.touloupis@aegean.gr

Abstract: The present study investigated texting in the classroom through written (SMS) and instant (social media) messages comparatively between adolescents without and with LD. Also, applying the Social Cognitive Theory, the role of classroom climate and academic boredom in texting in classroom was co-examined through an explanatory mediation model. Overall, 439 students (59% girls) without LD and 408 students (47% girls) with LD, who both attended randomly selected Greek junior high schools of Mainstream Education and used a mobile phone, completed self-reported scales about the variables involved with reference to the Modern Greek language course. The results showed that texting in the classroom (through written/instant messages) was above average for both student subgroups, regardless of their gender. However, within a comparative perspective, texting in the classroom through instant (social media) messages was higher for students with LD. Furthermore, in the relationship between classroom climate and texting in the classroom (through written/instant messages) academic boredom proved a full mediator for students without LD and a partial mediator for students with LD. The findings imply the need for psycho-educational interventions in the context of specific school courses, to strengthen differentiated dimensions of psycho-social classroom climate for adolescents without and with LD. Thus, positive academic emotions and minimized disruptive texting in the classroom could be achieved.

Keywords: texting in the classroom, adolescence, learning disabilities, academic boredom

DOI: 10.61365/forum.2024.098

SUPPORTING PARENTAL COMPETENCE IN SAFE DIGITAL EDUCATIONAL CONTENT

Alla Tvardovskaya

Associate Professor, Kazan Federal University, Russia.

Natalya Novik

Associate Professor, Kazan Federal University, Russia.

e-mail: novik-n-n@mail.ru

Abstract: Raising children in the digital age presents new challenges for parents. From choosing digital games to determining how many hours a day their children should be allowed to watch screens, parents have to make decisions and set policies on the use of digital technologies. In this aspect, parental competence in safe digital educational content is a significant criterion. In this regard, since 2020 in the Republic of Tatarstan systematic work has been carried out to study the opinion of parents (legal representatives) of preschool children about digitalization and to identify the risks of their psychological well-being in the digital educational environment. A survey of 507 parents aged 24 to 46 was conducted. The results allowed us to conclude that most parents of preschool children have no systematic understanding of the importance of using digital educational resources, lack clear ideas about the mechanisms of creating a safe digital environment, and do not demonstrate a high level of digital literacy development. In order to improve parental competence, a programme aimed at improving the skills of handling information flows of digital media content, forming positive experiences of digital parenting and improving the quality of digital family literacy, contributing to the positive dynamics of digital literacy, as well as digital practices, was developed and implemented. The programme was implemented in a telegram channel. The information in the channel is presented in the form of messages, but structured in several blocks: surveys, basic content on the topic, scientific information, as well as links to resources and videos on the relevant topic. The developed programme made it possible to provide targeted assistance to parents of preschoolers in providing information about adequate resources in the digital educational environment, and in general to increase the level of parental competence in the field of safe digital educational content.

Keywords: digital safety, parents, pedagogical education, preschool age

DOI: 10.61365/forum.2024.099

THE DEVELOPMENT OF GIFTED CHILDREN IN THE ERA OF DIGITALIZATION

Irina Ulybysheva

Southern federal university, Russia.

e-mail: iulybysheva@sfedu.ru

Abstract: The phenomenon of giftedness has been studied for quite a long time, as a rule, this concept is identified with the concepts of «genius», «talented». Giftedness is associated with the presence of a person's special, special abilities in any field given to a person by nature. From the point of view of psychological science, giftedness can be defined as a systemic quality of the psyche that can develop throughout a person's life, which causes a person to achieve outstanding results in certain types of activities in comparison with other people. Based on this, a gifted child is a child who has the internal resources to achieve outstanding results in a certain type of activity. The problem of studying giftedness in the era of digitalization is related to the lack of awareness of teaching staff about the specifics of this phenomenon. In this regard, many educational institutions reduce the concept of giftedness to the intellectual abilities of a person, if we are talking about a general education institution, or to special abilities, if we are talking about an institution of additional education. The purpose of this work is to analyze and form recommendations on the proper organization of the educational environment and the space for supporting giftedness using digitalization tools, which is one of the most important problems of modern education and society as a whole. As a result, it was revealed that the formation of an educational environment using the achievements of digitalization for the development of giftedness contributes to rapid and effective development in intellectual and creative terms, which means that such children have the opportunity to further contribute to the development of society, science and the social sphere. This is due to the fact that giftedness does not involve the transfer of knowledge from teacher to student, but rather the creation of conditions in which the child will be able to independently expand his knowledge and meet creative and intellectual needs. Gifted children are characterized by high cognitive activity, labile and non-standard thinking, high concentration of attention, the ability to evaluate and predict the results of their activities.

Keywords: giftedness, education, development, abilities

DOI: 10.61365/forum.2024.100

REFLEXIVE PROJECTING RESOURCE OF PERSONAL AND PROFESSIONAL DEVELOPMENT IN FUTURE TEACHERS – PSYCHOLOGISTS: INFORMATION TECHNOLOGY MEANS OF UPDATING

Julia Vostokova

Lobachevsky State University of Nizhni Novgorod, Arzamas branch, Russia.

Abstract: Background. Modern education system needs psychological, information and technological means of determining the potential capabilities of specialists who directly provide and accompany the educational process (teachers, educational psychologists), in the resources of their personal and professional development. Objective is to study the psychological content of reflexive projecting as a resource for personal and professional development and to identify the technological conditions for its actualization. Research methods and sampling. The study was conducted in two stages, and a special methodological programme was developed for each. Variance, correlation, factorial, and multiple regression analyses were used in data processing. The study involved 292 students of the field of «Psychological and pedagogical education» aged 17 to 24 years. The main results. It is shown that the psychological content of the reflexive projecting resource is made up of factors – «the general level of self-attitude», «self-organization», «conscious readiness for transformation», «self-assessment», «self-immersion». The positive interrelations of these factors with the integral characteristics of personal and professional development are revealed. In a longitudinal experiment, the effectiveness of the developed technology for updating reflexive projecting as a resource, partially implemented by means of an electronic information and educational environment (EIOS), is proved. Conclusion. Reflexive projecting as one of the constructs of resource-predictive determination ensures the implementation of a model of professional development for a future teacher-psychologist. Psychological conditions for the actualization of reflexive projecting as a resource for personal and professional development are the formation of a positive self-attitude, self-organization and self-esteem, conscious readiness for transformation, striving for self-development (internal conditions) and integration of the technology of reflexive resource determination of teachers – psychologists into the educational process of the university (external conditions).

Keywords: Personal and professional development, resource – predictive approach, reflective projecting, resource, technologies

DOI: 10.61365/forum.2024.101

PROGRAM OF PSYCHOLOGICAL ASSESSMENT FOR EVALUATING THE EFFECTIVENESS OF TRAINING FOR DEVELOPING CREATIVE, INTERCULTURAL, AND PLURILINGUAL COMPETENCIES

Tatiana Yudina

Postdoc, HSE University, Russia.
e-mail: tyudina@hse.ru

Ekaterina Kashirskaya

Senior Lecturer, HSE University, Russia.

Anatoliy Kharkhurin

Associate Professor, HSE University, Russia.

Abstract: The programme presents new psychological training for teachers, its aims, theoretical framework, structure, expected results, and the assessment programme to reveal its effectiveness. The Plurilingual Intercultural Creative Keys (PICK) training aims to prepare teachers to facilitate the development of creative, intercultural, and plurilingual competencies in school students. The training theoretical framework is based on the paradigm of plurilingual creativity (Kharkhurin, 2022). The proposed assessment programme uses a pre-test, post-test experimental design that includes quantitative and qualitative instruments for measuring the competencies of both teachers and students. The study procedure consists of three stages. Stage One involves information sessions for school administrators and teachers, gaining informed consent from parents, guardians of school students under 18. The pre-test data collection includes three steps: 1) quantitative assessment of teachers' competencies; 2) quantitative assessment of creative, intercultural, plurilingual competencies, and systemic adaptation in students; 3) quantitative assessment of students' competencies by teachers. Stage Two involves qualitative data collection in two steps: 1) online teachers' dairies collection to reveal the transformation of the educational process; 2) a series of semi-structured post-experience interviews of the teachers. Stage Three includes post-test quantitative data collection in three steps, as described for Stage One. The effectiveness of the training will be assessed using the following measurements. First, we will see the significant changes in the dynamics of creative, intercultural, and plurilingual competencies and systemic adaptation indicators in the experimental group of students compared to their peers from the control group as evidence of the PICK training efficacy. Second, the increasing consistency between subjective teachers' assessment of students' characteristics and objective psychological test scores might confirm the training efficacy. Third, we expect positive dynamics in teachers' creative self,

self-efficacy, well-being, and ability to develop creativity in students, as well as decreased burnout indicators in teachers who participated in the training.

Keywords: psychological assessment, creativity, plurilingualism, pluriculturalism, intercultural competence, systemic adaptation

DOI: 10.61365/forum.2024.102

NEW REALITY – NEW TECHNOLOGIES

WORK WITH VIDEO RECORDINGS OF PSYCHIC DEVELOPMENT IN THE PROFESSIONAL TRAINING OF CLINICAL PSYCHOLOGISTS

Marina Bardyshevskaya

Associate Professor, Faculty of Psychology, Lomonosov Moscow State University,
Russia.

Abstract: Relevance. Now the training of a child clinical psychologists includes analysis of video material (till 30-50% of training time) obtained as a result of various types of observation of the child development. To make a psychological diagnosis and select the optimal correction programme, it is not enough to rely solely on the written results of tests and non-observational methods. A video analysis of the child's emotional changes and following the dynamics of the quality of the child's contact with the psychologist during the therapeutic consultations are required. The psychologist's nonverbal communication, speech and other manifestations also become the purpose of didactic analysis. Target. The long-term author's experience in using video recordings of child development in the training of clinical psychologists at Lomonosov Moscow State University is summarized. Method and results. Video material is analysed first roughly as an illustration of the main variant of dysontogenesis (Lebedinsky, 2003). Then, key patterns of behaviour, emotions, and symbolic activity of the child are identified. They are assessed in the dynamics (actual and longitudinal), revealing the changing vectors of the child's development. Next, changes in the child's state under the most/least favourable conditions are noted. The result is a qualitative and quantitative assessment of the child's affective-behavioural development (Bardyshevskaya, 2020). It is not reduced to one "tunnel" option (for example, pure distortion), but takes into account the tendencies to move to other options in different modes (levels) of the child's activity. Students are required to collect and present video material on early development (due to its high speed and clarity of changes). Conclusion. Video recordings of the child's development in natural conditions and during therapeutic consultations allow us to demonstrate mechanisms of abnormal development in order to select optimal therapeutic interventions. Such analysis is especially important when studying distorted development.

Keywords: observation, video recordings, development, assessment, therapeutic interventions

DOI: 10.61365/forum.2024.103

MODERN CHILDREN CARTOONS: IS IT POSSIBLE TO FORM FUNCTIONAL LITERACY COMPONENTS WITH THEIR HELP?

Karina Begasheva

Undergraduate student, Kazan (Volga Region) Federal University, Russia.
e-mail: karina.begasheva@bk.ru

Alla Tvardovskaya

Associate Professor, Kazan (Volga Region) Federal University, Russia.

Abstract: Currently, the development of prerequisites for the formation of functional literacy is of particular importance in the modern world, being a strategic goal of the quality of education. The priority task at all levels of education is to educate a harmoniously developed and socially responsible personality. Mastering ways of knowing, applying knowledge and skills in practice, interacting with the outside world, implementing self-development and reflection are characteristic features of an individual's functional literacy. The fundamental basis of a functionally literate personality is laid already at the first stage of education, even at the stage of preschool childhood. This study reveals the problem of using modern children's cartoons in a preschool educational organization to form components of functional literacy. The purpose of the work is to study the possibilities and effectiveness of using modern cartoons to form components of functional literacy in older preschoolers aged 5–6 years. As a research method, we analyzed modern cartoons recommended by the federal educational programme for preschool education from the standpoint of the feasibility of their use for the formation of functional literacy components. Cartoons are modern visual learning tools that promote the development of mental abilities and creative activity in children. The information space of the modern world presents a huge variety of animated films and TV series for preschool children, which is a huge obstacle in choosing suitable material for educational activities. The analysis of cartoons showed a variety of content in plots that contribute to the formation of both components of functional literacy and cognitive activity and creative orientation of preschool children. We have presented a list of cartoons on the formation of functional literacy of older preschoolers 5–6 years old, which can be used both in a preschool educational organization and in joint activities with parents. The research materials can be used by teachers of preschool organizations in educational activities to develop the components of functional literacy.

Keywords: cartoons, components of functional literacy, children of senior preschool age

DOI: 10.61365/forum.2024.104

APPLICATION OF GAMING TECHNOLOGIES IN CAREER GUIDANCE

Olga Belous

Associate Professor, Armavir State Pedagogical University, Russia.

Julia Belous

Teacher, Kuban Institute of Vocational Education, Russia.

Abstract: A significant contribution to the modern educational process of general education organizations is made by game technologies used by teachers for various purposes and contexts. As part of the study, we set ourselves the task of identifying gaming technologies that, from the point of view of teachers of educational organizations, are most effective for career guidance. The study involved teachers of educational organizations from 10 regions of the Russian Federation. During the study, the authors used a survey using semi-closed and closed questions, registration, rating assessment, data synthesis, statistical data processing, mathematical data processing. The study showed that, from the point of view of teachers of educational organizations, business, role-playing, board and intellectual games are effective for career guidance and are in demand. More than 90% of respondents use gaming technologies in career guidance work with students, but about 8% of respondents never do this. Most of the survey participants note the average to high level of efficiency of using board games in career guidance work with students. The majority of respondents noted the insufficient or completely absent equipment of educational organizations with desktop career guidance games, as well as the need and demand for the use of a database of desktop career guidance games. So, gaming technologies, including board games, are widely used in education. They deserve special attention when it comes to professional self-determination of students, support and motivation of their subject interests, which underlie the choice of future professional activities. Meanwhile, during the study, we identified a contradiction: with a sufficiently high demand and effectiveness of board games, there are still no high-quality methodological training of teachers in this area, no equipping schools with the necessary game tools and no database of board career guidance games that teachers could use when preparing career guidance events.

Keywords: teacher, educational organization, board career guidance games, game technologies, career guidance, professional self-determination, methodological competence

DOI: 10.61365/forum.2024.105

PLAYING GAMES WITH PARENTS BY OLDER PRESCHOOLERS: WITH AND WITHOUT DIGITAL DEVICES

Elena Belova

Leading Researcher, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Natalia Shumakova

Professor, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Abstract: Preschoolers' play with their parents is the important aspect of family education. However, digitalization is bringing changes to parent-child interactions. In this regard, the study of the features of their joint games determines the importance and relevance of their consideration in the context of digitalization of the family microenvironment. Purpose of the study is the analysis of the characteristics of games between parents and older preschoolers, taking into account the possibilities of using digital devices. Participants were 141 preschoolers ($M_{age}=6.78$, $SD=0.35$; 66 boys, 75 girls) and their parents (predominantly mothers: 125 mothers, 16 fathers). The methods of the study included the survey for parents (containing questions about a mother and a father); Express-Diagnostics of Intellectual Abilities and a special technique for revealing the intellectual and creative potential were applied for children. In almost all families (99.3%), parents play traditional games (board games, active games, role-playing games, etc.) with their children without digital devices. At the same time, 83.7% of families also play computer games with their children using digital devices. The frequency of gaming interaction varies. Traditional games are used: often in 61% of families, moderately in 36.2% cases, rarely in 1.4% of families, while computer games are often played in 7.8% of families, moderately in 27.7% of cases, rarely in 48.2% of cases. Traditional games with children are more often chosen by mothers and computer games are preferred by fathers. Diagnostics of the intellectual and creative development of preschoolers showed the significance of the frequency of playing games between children and parents using digital devices. Intellectual test results were higher among preschoolers who rarely played computer games with mothers or fathers. Children whose mothers rarely chose computer games and preferred playing traditional games without digital devices had higher creative abilities.

Keywords: preschool age, games with parents, digital devices

DOI: 10.61365/forum.2024.106

DIGITAL PARENTING IN GENERATION Y (MILLENNIALS) IN FORMING DIGITAL WELL-BEING OF ALPHA GENERATION CHILDREN

Aurelia Vania Diastari

Postgraduate Student, Universitas 17 Agustus 1945 Surabaya, Indonesia.

Abstract: Gadgets have developed 5 times faster than human growth for approximately a decade. Millennial parents or generation Y implement digital parenting for children to protect them. This often causes problems between parents and children about some rules to use gadgets caused by digital gap. This problem often occurs in children aged 5–9 years from Alpha generation. Digital parenting is a parent's attention, rules and strategies of using digital technology devices. It is used to manage well-being of children and family habits of using digital devices (Brisson-Boivin, 2018). Digital well-being is a subjective state of well-being in a digital environment with communication that occurs non-stop. Digital well-being is divided into 2 dimensions: individual and social. This research will focus on the individual dimension. The individual dimension is called digital wellbeing skills, it is a group of the skills needed to manage the side effects of communication abundant so that individuals are stress free and focus on daily life (Gui, 2017). The aim of this research is to explore the strategies of the parents' generation Y in the digital parenting process for Alpha generation children, so that children and parents could find ways to resolve conflicts, allowing children grow digital welfare skills as an active gadget user. This research uses a qualitative method with a case study. The subjects in the study were 3 pairs of parents and children using gadgets on a regular basis. The data collection technique used was interviews and field notes. This research data analysis uses thematic analysis with a data-driven approach. The results of this research have 4 themes: Setting a schedule for using gadgets in the family, communicating content that is not appropriate for the child's age, accompany children to make things they see on the Internet, learn about gadgets and child from a psychologist. Through this research, parents can learn proper parenting style according to the digital era.

Keywords: digital well-being, digital parenting, alpha generation

DOI: 10.61365/forum.2024.107

EXPERIENCE WITH THE DESIGNER OF CORRECTIONAL PROGRAMMES FOR CHILDREN WITH DISABILITIES

Vera Dreneva

Teacher-psychologist, GBOU SCHOOL No. 17, Russia.

e-mail: drenevavv@mail.ru

Abstract: It can be very difficult for a practicing psychologist to correctly build individual educational routes, given the large number of students who have recently needed correctional and developmental work. In this situation, the desire of specialists to automate the creation of correctional and developmental programmes is understandable. The tool for drawing up a correctional and developmental programme that meets all the requirements was the “Work Program Designer”, created by the team of authors consisting of: Oltarzhevskaya L. E., Egupova O. V., Kuznetsova A. A., Zheludova A. M., Kuznetsova N. M., and offered for work to specialists of Moscow education system. I want to share my experience in organizing correctional and developmental work with children with disabilities. Using the Work Programme Designer it is possible to conduct student diagnostics, select a module and areas of programme operation, filling out checklists. It is proposed to download the correction programme and CTP (calendar and thematic planning) for it. You can select your own exercises and games for correctional classes, or you can take them directly from the Programme Designer. The designer of correctional programmes saves the specialist’s time and allows to competently organize work with students, which quickly brings the desired result.

Keywords: Designer of correctional programmes, children with disabilities

DOI: 10.61365/forum.2024.108

ORGANIZATION OF ONLINE TRAINING CLASSES AT A UNIVERSITY BASED ON THE CONVERGENT EDUCATION PARADIGM

Nadezhda Epova

Assistant Professor, Rostov State Medical University; Southern Federal University,
Russia.

Abstract: Currently, the foundations of digital didactics are being developed, convergent education is being developed, and a different type of interaction between teacher and student is being established in the information environment of the university. The negative impact of digital technologies is noted: a weakening of the discursive type of thinking, superficial perception of information and a decrease in the ability to understand its content, lack of perception of the integrity of the educational material. Purpose of the study is to describe the practice of organizing online classes in the disciplines “Psychology. Pedagogy”, “Psychology of Human Resource Management” at a university based on the paradigm of convergent education. Research method was pedagogical observation. Results. During the theoretical analysis, a number of substantive problems of education in connection with digitalization were identified, and the characteristics of convergent education were analyzed. An attempt has been made to describe the methodology for conducting online classes based on the methodology of convergent education, which assumes the interpenetration of pedagogical science and ICT. The methodology for conducting online classes includes the use of a reference method of working with educational material, the use of the technology of reference notes, schematic and symbolic models of educational material, clusters, frames and online group interaction of students on the Miro interactive whiteboard, in chats, which together ensure the understanding of educational material through highlighting the main thing in it, which is the manifestation of the communicative and mental activity of students. Students are able to reproduce what they have learned by referring to diagrams. Understanding of educational material is ensured by thinking. During online classes, the teacher works frontally and individually, ensuring the unity of educational content and managing student activities. Based on the results of online classes, students noted the effectiveness of forms of work on drawing up diagrams and clusters on the Miro interactive whiteboard, and emphasized the importance of joint non-contact information interaction for improving the results of educational work. It is noted that students quickly master the proposed work algorithms and use them without instructions from the teacher. Thus, there is an interpenetration of pedagogical science and ICT in conditions of convergence of real and virtual communication; there is a rapprochement, coincidence and merging of pedagogical science and ICT.

Keywords: digitalization, convergent education, online classes, students, convergence of pedagogical science and information technology, interactive communication, reference method, schematic and symbolic models, educational material cluster

DOI: 10.61365/forum.2024.109

TELEPSYCHOLOGY IN TIMES OF COVID: PROTECTED CHILDREN, ADOLESCENTS AND YOUNG ATHLETES

Madelin González Figueredo

Sports Psychologist, Provincial Center of Sports Medicine, Cuba.

Nestor Espinosa Álvarez

Full Professor and Assistant Researcher, Provincial Center of Sports Medicine, Granma, Cuba.

Danays Ramírez González

Full Professor and Assistant Researcher, Provincial Center of Sports Medicine, Granma, Cuba.

Meyli Borges Castillo

Full Professor and Assistant Researcher, Provincial Center of Sports Medicine, Granma, Cuba.

Abstract: The COVID-19 pandemic forced the population to modify not only daily routines but also the ways they interact with each other and manage social and productive processes. In Cuba, measures were taken that covered all sectors, so high-performance sports suspended the preparation of athletes in training centers without neglecting their physical and mental health. The relevance of this work is that through the use of telepsychology, the diagnosis and intervention was carried out that guaranteed the mental health of children, adolescents and young athletes, as well as coaches and their families; This first experience has been reproduced by the psychology department in the mental preparation of the athlete. The general objective was aimed at guiding athletes, coaches and their families appropriately during the COVID-19 pandemic stage. The sample was made up of 905 people, of them 452 athletes. The survey (online) was used as a research method for diagnosis and group psychological counseling or orientation was the most used technique as an intervention. The most significant results are: the effectiveness of carrying out psychological intervention actions through telepsychology directly or indirectly, whether group or individual, the creation of WhatsApp groups for child, adolescent and youth athletes, and for their families and trainers, which allowed the language, dynamics and facilities of the application to be adapted to each age group. In conclusion, the relevance of the use of telepsychology, the increase in group members, and the positive criterion as users of the psychology service adjusted to the stage of isolation due to the pandemic were obtained.

Keywords: telepsychology, pandemic, athletes, WhatsApp groups

DOI: 10.61365/forum.2024.110

EYE TRACKING AS AN APPROACH TO OBJECTIFYING THE ASSESSMENT OF SYNTACTIC DECISION-MAKING IN CHILDREN AND ADULTS

Elizaveta Galperina

Leading Researcher, Sechenov Institute of Evolutionary Physiology and Biochemistry, Russian Academy of Sciences, Russia.

e-mail: galperina-e@yandex.ru

Darya Lundina

Associate Professor, Sechenov Institute of Evolutionary Physiology and Biochemistry, Russian Academy of Sciences, Russia.

Tatyana Prosvirina

Associate Professor, Peter the Great St. Petersburg Polytechnic University, Russia.

Natalya Makurina

Associate Professor, Sechenov Institute of Evolutionary Physiology and Biochemistry, Russian Academy of Sciences, Russia.

Olga Kruchinina

Associate Professor, Sechenov Institute of Evolutionary Physiology and Biochemistry, Russian Academy of Sciences, Russia.

Abstract: Digital environment has prompted concerns about assessing behavioral responses accurately. Eye-tracking technology allows for the evaluation of individuals' gaze and fixation duration on specific areas. While eye-tracking's potential for evaluating learning effectiveness is still emerging, progress in this area hinges on creating a database of eye movement strategies during various cognitive tasks. It remains unclear which key components of a sentence capture children's attention when forming subject-object relations and whether these differ from those of adults. This study aims to analyze the eye movement patterns of adults and 6–9-year-olds during sentence-picture matching task sentence in either the active or passive voice. The participants included 35 adults (average age 23.1 years) and 24 children (average age 7.8 years). The sentence-picture matching task included four types of three-word sentences: active voice with direct word order, active voice with reverse word order, passive voice with direct word order, and passive voice with reverse word order, each paired with a colorful story picture illustrating symmetric situations. Oculomotor activity was recorded during the test. In adults, the hypothesis about the sentence's meaning was typically formed upon hearing the second word and confirmed upon hearing the third word, as evidenced by high oculomotor parameter values for the corresponding sentence image. Children identifying the correct image at the third word, as shown by no-

table differences in fixations on the «correct» image. Differences between children and adults were evident in the analysis of complex syntactic constructions, particularly in sentences with a reverse word order and passive voice. Consequently, when processing complex sentence structures, both elementary school children and adults demonstrated similar eye movements, but children took longer to analyze and make decisions, with their processing continuing after hearing the third word. Additionally, children gazed at the incorrect picture for a longer duration than adults, particularly when processing complex sentence structures.

Keywords: eye-tracking, complex grammar, syntax

DOI: 10.61365/forum.2024.111

INTEGRATION OF SMART TECHNOLOGIES IN THE HIGHER EDUCATION LEARNING PROCESS: WEB PRODUCTS AS TOOLS FOR ENHANCING EDUCATIONAL QUALITY

Lyubov Gladkova

Head of the Department of Psychology and Pedagogy of Childhood,
Tyumen State University, Russia.

Abstract: With the rapid advancement of technology, the integration of smart technologies in higher education institutions has become imperative. This article aims to explore the potential benefits of incorporating web products as tools to enhance the quality of education in universities. By examining the smart technologies currently being utilized in the educational sector, we highlight the advantages and challenges associated with their integration. Moreover, we discuss the potential of web products to revolutionize the learning process and contribute to the overall improvement of educational outcomes. The integration of smart technologies in higher education institutions has the potential to revolutionize traditional teaching and learning methods. The advent of web products and their increasing accessibility has opened up new avenues for educational institutions to enhance the quality of education provided to students. This article explores the benefits and challenges of integrating smart technologies and web products in university classrooms through case studies and examples. Successful integration of web products in higher education and best practices for implementing web products are discussed. *Conclusion.* The integration of smart technologies, particularly web products, in the educational process holds significant promise for higher education institutes. With their potential to enhance collaboration, engagement, and personalized learning, web products can contribute to the overall improvement of educational quality.

Keywords: smart technologies, web products, higher education, educational quality

DOI: 10.61365/forum.2024.112

DIGITAL EDUCATIONAL CONTENT FOR PSYCHOLOGICAL TRAINING OF SCHOOLCHILDREN IN PROFILE CLASSES

Tatyana Kulikova

Associate Professor, Tula State Lev Tolstoy Pedagogical University, Russia.
e-mail: tativkul@gmail.com

Abstract: Professionally-oriented psychological training in classes of psychological-pedagogical orientation, taking into account the prospects of modern education development, requires the development of appropriate didactic support, which could transfer the training of the future generation of teachers to a qualitatively new level, due to the introduction of the latest digital technologies into the educational process. This task is urgent, because at the moment the digital educational content for these profile classes, which have a special specificity, for psychological disciplines has not been developed. Objective consists in justification and development of digital educational content for psychological training of schoolchildren in profile classes, contributing to the development of pedagogical abilities of students. As part of the research work under the state assignment #073-00033-24-01 from 9.02.2024 on the topic “Scientific and methodological basis for the creation of digital educational content for psychological training in pedagogical classes” a survey of students and teachers of psychology classes in the Tula region was conducted. Both students and teachers in the majority (63%) believe that classes on the basics of psychology contribute to the development of personality and professional orientation of students in pedagogical professions. However, almost 47 per cent of respondents noted the complexity of the material and the large number of psychological terms. According to high school students, modern digital products - accessible video materials, multimedia presentations and learning tasks, interactive quizzes, etc. - can be of great help in learning, understanding and mastering the material on the basics of psychology. Thus, the obtained primary empirical data actualise the necessity to develop digital educational content for psychological training of schoolchildren and to introduce the technology of psychological and pedagogical support of their professional and personal self-determination, to determine psychological and pedagogical conditions and mechanisms of purposeful development of pedagogical abilities in these students. The report has been prepared on the basis of research work under the state assignment No. 073-00033-24-01 dated 9.02.2024 for public services (works) of the Ministry of Education of Russia on the topic “Scientific and methodological foundations for creating digital educational content for psychological training in teacher training classes”.

Keywords: digital didactic materials, psychological training, psycho-pedagogical classes

DOI: 10.61365/forum.2024.113

DIGITAL SPEECH THERAPY: TRAINING OF SPECIALISTS AND DEVELOPMENT OF NEW FORMS OF ASSISTANCE TO CHILDREN AND PARENTS

Marina Lyubimova

Associate Professor, Moscow Pedagogical State University, Russia.

Anastasia Lagutina

Associate Professor, Moscow Pedagogical State University, Russia.

Anna Almazova

Director of the Institute of Childhood, Head of the Department of Speech Therapy,
Moscow State Pedagogical University, Russia.

Abstract: The report is devoted to the urgent problem of assessing the readiness of speech therapists, practitioners, undergraduate and graduate students of the Department of Speech Therapy at Moscow State University to use digital tools in the era of digital communication. The authors conducted a study and showed the level of awareness of speech therapists about the variety of digital technologies for digital communication and the availability of applied speech therapy digital tools; characterized the factors influencing the selection of a digital professional mentor by specialists. Using the example of the website of the Department of Speech Therapy of the Moscow State University, the ways of preparing future speech therapists to use digital tools are shown.

Keywords: speech therapy, digital-technologies, digital communication

DOI: 10.61365/forum.2024.114

IMMERSIVE LEARNING IN CHILDREN FROM 3 TO 6 YEARS OLD: USE OF ACTIVE TRIANGLES KIDS®

Juanjo Mena

Associate Professor, Head of the Department of Education, University of Salamanca, Spain.

Abstract: Active Triangles Kids (ATK) (Mena & Lorite, 2022) is an interactive game in which children aged 3 to 6 connect real objects with digital avatars through the use of Augmented Reality (AR). <https://activetriangles.com/active-triangles-kids/> It has a physical component: a set of geometric figures: triangles, circles, squares and hexagons that, depending on certain combinations, act as interfaces that activate digital avatars called «genies» in AR glasses. This is achieved by coordinating technologies based on the Internet of Things (IoT), Artificial Intelligence (AI), Augmented Reality (AR) and mechanics and physical components of the ATK serious game. The 162 possible manipulative combinations (colour and shape) activate different learning situations on technological devices such as augmented reality glasses, computers, tablets or electronic whiteboards. The game encourages different interaction patterns with two clear objectives: (1) Promote interactive learning (manipulation) in remote and IoT environments (learning) and (2) create automatic and interactive digital support for early childhood education.

ATK also aims to be a children's game for family use and a technological complement to the digital whiteboards that are already commonly used in most early childhood and primary education centers.

Keywords: immersive learning, interactive game, Active Triangles Kids (ATK)

DOI: 10.61365/forum.2024.115

STUDY OF THE «HUMAN–DIGITAL ENVIRONMENT” SYSTEM: DEVELOPMENT OF THE CHILD’S PSYCHE

Elena Moll

Professor, Training Center «MMK», Russia.

Abstract: At the present stage, the inclusion of ICT in human life is critically vital and brings significant changes in the “human-environment” system. These changes are related to the spatio-temporal and information clusters, the task cluster, the acceleration of feedback, and the strengthening of digital control of behaviour. An analysis of studies of the psychological aspects of ICT in recent years has shown that the topic of the negative consequences of the Internet and ways to overcome them significantly prevails over all the others. The report substantiates the need to integrate research in the field of ICT psychology on the basis of the development paradigm, the system approach, the use of a wider set of methods, and an interdisciplinary approach associated with the development of an integral system “human-digital environment”. An experiment is presented to study the structure of ICT inclusion in human life in the absence of resource constraints and competition with other forms of activity (age group of subjects 13 years). The research method is self-photographing of time under control. The comparative analysis showed that the balanced structure of ICT inclusion in the life of 13-year-old children differs from the unbalanced structures of the three age groups (20–40 and 50–65 years). Experimental research has proved that ICT serves as an additional tool (means, channel) in cognition and mastering reality, and in conditions of environmental limitations, replaces it, i. e. for a child, reality, augmented reality and virtual reality are congruent environments of development.

Keywords: development, ontocybergenesis, “human - digital environment” system

DOI: 10.61365/forum.2024.116

STUDY OF THE CHARACTER OF STUDENTS DURING THE PERIOD OF DIGITAL TRANSFORMATION OF EDUCATION WHEN INTERACTING IN THE DYAD “TEACHER – STUDENT”

Irina Osadcheva

Senior Researcher, Laboratory of Differential Psychology and Psychophysiology, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Abstract: The intensity of the use of digital technologies and artificial intelligence in education affects the personal development of students and teachers. We approached teacher modeling of digital learning of a particular student as part of creating a person-centered educational environment. Understanding the characteristics of the characters of students forming in a digital environment allows the teacher to optimally use technologies that contribute to the assimilation of the subject and the development of mental abilities. Certain patterns in reactions to pedagogical influences, in combinations of properties of scientific research identified in our studies, make it possible to develop a typology of students' characters, within the framework of the theory of motivation proposed by Michael Apter. Purpose is to focus on the differentiation of students' characters based on the analysis of individual typological features during the period of digital transformation in education. Methods and sample. K. Leonhard questionnaire, short version of MMPI (F.B. Berezina), Spielberger-Hanin personal anxiety scale, youthful version of the Kettell questionnaire; psychophysiological methods were applied. A sample of 148 respondents included 130 students and 18 schoolchildren. The main results. The analysis of psychological and psychophysiological data made it possible to identify eight characters similar to M. Apter's metamotivational styles: “serious” where the student has the value of achievement, “playful” with the value of pleasure, “conformist»” supporting the value of adaptation, “rebellious” with the value of freedom, “controlling” with the value of power, “gentle” manifesting the value of love, “self-oriented showing the value of individualism, “oriented to others” with the value of superiority at the expense of significant others. Conclusion. Various combinations of features of the nervous system, motives, values, goals, desires, features of the worldview, made it possible to differentiate characters. The proposed typology is positively evaluated by teachers for training for learning in a digital environment.

Keywords: digital environment, character typology, values, academic achievement, development

DOI: 10.61365/forum.2024.117

BUILDING BRIDGES TO SUCCESS: INTEGRATING ARTIFICIAL INTELLIGENCE INTO UNIVERSITY TRAINING FOR WORKING WITH SCHOOLCHILDREN

Juan Pedro Martínez Ramón

Professor, Department of Evolutionary and Educational Psychology, University of Murcia, Spain.

e-mail: juanpedromartinezramon@um.es

Abstract: The inclusion of artificial intelligence (AI) into university training for future teachers represents an innovative and transformative opportunity to address current challenges in education, especially in terms of inclusion and personalization of learning. AI offers effective solutions to these challenges by providing tools that adapt teaching content and pace, offer personalized feedback, and automate administrative tasks, freeing up time for more creative and value-added activities. In addition, AI improves educational accessibility through technologies that assist students with disabilities and eliminate language barriers. In the training of future teachers, AI prepares educators for an advanced digital environment, developing essential technological skills and promoting an evidence-based pedagogical approach. Innovative teaching projects that incorporate AI not only improve the quality of education but also promote equity and inclusion, ensuring that all students have access to personalized and adaptive educational resources, providing real examples obtained through competitive competition. In general, the advantages include personalization of learning, improved accessibility, training in diversity, and preparation for the use of advanced technologies. It is one more tool to promote the principles of inclusion in future teachers while developing their digital skills. For this reason, it is considered interesting to train in artificial intelligence tools and their use in the classroom. In conclusion, the integration of AI into university training not only improves the effectiveness of learning and promotes educational inclusion but also empowers future teachers to face the challenges of the current moment and promote innovation and equity in the educational field.

Keywords: artificial intelligence, educational inclusion, educational psychology, personalization of learning, teaching innovation

DOI: 10.61365/forum.2024.118

BRIEF TO CYBERPSYCHOLOGY AND THE CURRENT STATE

José Angel Santos López

Student, University of Havana, Cuba.

Yusmaray Páez Acanda

Student, Hospital Camilo Cienfuegos Gorriarán, Cuba.

Abstract: This work systematizes the main studies on the relationship between human beings and cyberspace. It provides theoretical and methodological foundations for understanding the psychological phenomena related to digital technology in today's society, as well as the provision of psychological services with them. It aims to analyze the evolution of cyberpsychology as a new area of psychology. It is based on the socio-critical paradigm on the basis of the dialectical materialist conception with the methods of analysis, synthesis, historical-logical, hypothetical-deductive, systemic, modeling, diagnosis, triangulation, interview, survey, content analysis and descriptive statistics. The sample used was non-probabilistic of an intentional type to researchers from the Center for Psychological and Sociological Research, psychology professors from the University of Havana, members of the Cuban Society of Psychology and documents that address the object of research. Cyberpsychology is defined as the study of human subjectivity related to cyberspace. It is oriented to the study of human behaviour in cyberspace, its impact on the human psyche, the construction of interfaces more adapted to human needs and psychological treatment with the use of digital tools. It is concluded that psychological studies of the human-computer relationship are linked to the creation of the first personal computers and the influence of cognitive psychology, as well as to the construction of interfaces adaptable to human communication codes. Cyberpsychology is marked by the psychological approach it takes and the historical moment in which it is studied. From the historical-cultural approach, each point of view provides a unique vision of the phenomenon. This work makes it possible to understand the contradictions and changes over time. It also provides a sound basis for understanding the importance of addressing this issue in the current context.

Keywords: cyberpsychology, definition, human-computer relationship, historical-cultural approach

DOI: 10.61365/forum.2024.119

DIGITAL CREATIVITY IN SCHOOL EDUCATION AND ACHIEVEMENTS OF GIFTED STUDENTS

Elena Scheblanova

Doctor of Psychology, Federal Scientific Center for Psychological
and Interdisciplinary Research, Russia.

Abstract: Nowadays, almost all children and adolescents grow up immersed in the digital world and digital creativity is part of the daily life for many of them, especially for gifted and talented school students. Gifted young people are characterized by diverse, multi-faceted, and frequently unique learning needs. They, as a rule, successfully study in heterogeneously grouped classrooms, due to their extraordinary cognitive aptitudes, but sometimes may face problems in mainstream educational system and reduce cognitive interest and motivation to learn. Digital technologies, in particular digital creativity, can be tools for gifted students to extend and discover novel ways of dealing with tasks. Therefore, our study aimed to analyze recent theoretical and research publications on the employment of digital creativity in the gifted school education. Creativity as a complex and elusive concept within many different paradigms remains difficult to study. In addition, new technologies influence the understanding of creative processes and the concept of digital creativity. Digital creativity is defined as the creativity applying digital technologies and manifesting in all forms, when digital devices are used in various creative activities and in creation of new ideas and products. Based on the data of analytical and empiric researches, it can be identified some components of the so-called digital creative pedagogies, including of creative learning environments, teaching strategies, teacher–student interactions, and digital tools suitable to support digital creative practices. The data of analytical and empiric research demonstrated that creativity applied to the digital world can be a resource for teaching and learning that could increase academic performance of all and gifted students at different school stages.

Keywords: creativity, digital technologies, gifted students, school education

DOI: 10.61365/forum.2024.120

LINK BETWEEN WEB SEARCH AND EXECUTIVE FUNCTION

Nadezhda Sutormina

Researcher, Herzen State Pedagogical University, Russia.

e-mail: nadya.sutormina.92@mail.ru

Abstract: Executive functions are cognitive processes that are necessary to perform tasks that require planning, time management, decision making, and behavioral control (Zimmerman et al, 2017). The development of executive functions is extremely important for the child, since it is the executive functions that contribute to the benefits of learning and are regulatory processes that allow the child to concentrate for a long time (Chevalier et al., 2012). It is possible to investigate executive functions using connectivity studies. Functional connectivity in the brain can be measured as a network using electroencephalography (EEG) signals (Joudaki et al., 2012). The electroencephalogram connectivity is little studied regarding children's education. Methods. The children had to find the answer to the question on the Internet. Search time and the correctness of the answer were measured. To study executive functions, two computer methods were carried out to assess inhibitory control and working memory. The study leveraged an EEG performed with eyes closed using a BE Plus LTM electroencephalograph with 64 channels. EEG preprocessing and processing were carried out based on the Python programming language using modules MNE, NetworkX, etc. Results and discussion. Inhibitory control and working memory are significantly correlated with correct performance of an educational Internet based task. In addition, more successful task completion is associated with the Small-World organization pattern EEG Connectivity. The study also showed a connection between the completion of an educational task and such global indicators of connectivity as Modularity, Global Efficiency and Average Path Length.

Funding: The research was supported by an internal grant of the Herzen State Pedagogical University of Russia (project No. 23VG)

Keywords: executive function, web search, functional connectivity, EEG

DOI: 10.61365/forum.2024.121

DIGITAL TECHNOLOGIES IN EDUCATION AND ADOLESCENTS' PSYCHOLOGICAL WELL-BEING: RESEARCH REVIEW

Elena Volkova

Leading Researcher, Federal Scientific Center for Psychological and Interdisciplinary Research, Russia.

Abstract: Research is mostly focused on the connection between digital technologies and cognitive development and/or intelligence of the child. In the modern paradigm of cognitive development, digital technologies are considered beneficial to the development of perception, memory, thinking, and other cognitive processes. The influence of digital technologies on personal development is characterized by opposite tendencies and reveal negative effects, such as increased anxiety, emotional stress, decreased self-regulation, narrowed time perspective, impoverished social ties and quality of contacts. Some studies describe the impact of digital technologies on well-being in the context of positive adolescent functioning. A theoretical review of empirical research publications made known several types of digital technologies in education related to the learning process and the personal development process. Digital technologies related to the learning process included virtual and media communication technologies; digital tools for control and evaluation of knowledge; educational content in digital media and in the Internet; hypertext as a set of documents containing text, audio and video information, interlinked with each other. The psychological well-being of adolescents varies by different digital learning technologies and is mediated by several constructs, among which digital literacy is most often mentioned. Digital literacy is an important factor of successful socialization. The level of digital literacy is a necessary condition for the implementation of the creative function of socialization - the function of generating new social experiences in the digital environment and in real life, inextricably linked to this environment. Digital technologies related to the personal development are put in the context of violations of prosocial behaviour or negative phenomena of socialization, including cyberbullying, addiction to computer games, phubbing, net-friendship and others. Research is contradictory in estimates of psychological well-being of adolescents in various phenomena of negative socialization.

Keywords: digital technologies, education, well-being, adolescents

DOI: 10.61365/forum.2024.122

INNOVATIVE TECHNOLOGIES – FROM AUGMENTED REALITY TRAILS TO VIRTUAL TEAMS, AND BACK

Eva Yee Wah Wong

Education Consultant, Centre for Holistic Teaching and Learning, Hong Kong Baptist University, Hong Kong SAR, People's Republic of China.

e-mail: evawong@associate.hkbu.edu.hk

Abstract: The 21st Century has not been kind, apart from complex issues such as man-made wars and natural disasters, two major pandemics happened: SARS in 2003, and then COVID-19 in 2019. For children and adolescents, growing up was challenging with their education disrupted. With such uncertainties thrust onto our students, as educators, we have to confirm that the unavoidable continued reliance on IT in education can assist students to learn actively and effectively. The presentation describes two cross-institutional collaborative projects which have made substantial use of IT to facilitate students' learning. The projects were supported by the University Grants Committee of Hong Kong, with Hong Kong Baptist University as the lead institution. The AIEAR project (<https://arlearn.hkbu.edu.hk/>) uses augmented reality with mobile technology to bring scenarios of academic integrity and ethics to real-life situations for students. 'Trails of Integrity and Ethics' immersed students in collaborative problem-solving tasks centred on ethical dilemmas, addressed in locations where such dilemmas might arise, with contextually appropriate information provided through their mobile devices (Wong, Kwong & Pegrum, 2018). The CCGame project (<http://ccgame.hkbu.edu.hk/>) deploys gamification technologies with the challenge-based learning pedagogy to prepare students to work in multidisciplinary and multicultural teams totally virtually (Lau et al, 2021). A multi-modal data collection approach was adopted to ascertain the effectiveness of both projects and their impact on student learning. The AIEAR project collected data from students' mobile device clickstreams, text mining of pre- and post-trail discussion, user experience surveys and qualitative feedback. The CCGame project collected various sets of quantitative and qualitative data, including student chat histories, focus group interviews and data analytics from the gaming platform. By highlighting the processes and results of these two projects, we hope to confirm that, by careful design and deployment of IT, children can learn and develop positively in a digital world.

Keywords: augmented reality, virtual teams, gamification, challenge-based learning pedagogy

DOI: 10.61365/forum.2024.123

SOCIAL MEDIA IN CHILDREN'S LIVES

CYBER AGGRESSION IN SHARED GROUP CHATS OF A CLASS OR GROUP COMMUNITY

Roza Andrianova

Professor, FSBIS Center for Problem Research Security,
Russian Academy of Sciences, Russia.
e-mail: rosa_and@inbox.ru

Victoria Andrianova

Laboratory Assistant, FSBIS Center for Problem Research Security,
Russian Academy of Sciences, Russia.

Abstract: All areas of educational and extracurricular activities of modern adolescents and young people are permeated with remote interaction in shared group chats or social networks. Cyber aggression can turn into cyberbullying as deliberate online aggressive harassment. The purpose of the study is to assess the prevalence of various types and forms of cyber aggression in the general chats of a class or group community. Research objectives are to identify various types and forms of cyber aggression (direct or indirect); to determine a resource for overcoming aggressive ways of interaction between subjects of educational relations in shared chats. It was revealed that 39.4% of respondents became victims of cyber aggression, 21.7% «wrote humiliating and insulting comments»; 19.2% were excluded from the chat (blocked); 17.8% noted that another chat was organized in which a classmate/group-mate was actively discussed and ridiculed behind «their backs»; 5.7% were offered in a general chat to declare a «boycott» to the victim of cyberbullying. The following are aggressively persecuted: 22.9% «who does not know how to respond», 20.6% «who is physically weaker»; 17.9% «who does not have support»; 14% «who is different in appearance (thin, fat, unfashionable, etc.)»; 9.7% «who has a different nationality»; 3.5% «who is more successful than others (in studies/ sports, etc.)»; 2.1% «who studies poorly»; 0.5% «whom teachers will not protect». It is established that different types and forms of aggressive behaviour are interrelated and mutually conditioned as a result of the prevailing destructive interactions in an educational organization. Cyber Aggression Prevention Resource is formation of digital etiquette and ethical norms of interaction, increasing the responsibility of teachers

and psychological services for the psychological climate in the community of a class or group.

Keywords: aggressive behaviour, bullying, cyberbullying, cyber aggression, prevention

DOI: 10.61365/forum.2024.124

SOCIAL NETWORKS IN THE MANAGEMENT OF THE EDUCATIONAL PROJECT OF A SCHOOL GROUP IN PRIMARY EDUCATION

Yoan Grass Arzola

Methodologist, Enrique José Varona University of Pedagogical Sciences, Cuba.
e-mail: yoangrass93@gmail.com

José Luis Gotay Sardiñas

Associate Professor of the Department of Psychology and General Pedagogy, Enrique José Varona University of Pedagogical Sciences, Cuba.

Lazara Anais Granados Guerra

Associate Professor of the Department of Psychology and General Pedagogy, Enrique José Varona University of Pedagogical Sciences, Cuba.

Abstract: School group educational projects constitute a form of work in Cuban education, which aims to promote autonomy, participation, individual and social responsibility, as well as lasting learning in all students. This project requires adequate management and coordination by all those involved and demands, under current conditions, that students, as protagonists, can carry out these activities in person or virtually, hence the need to educate them for the use of networks in favor of the management of the aforementioned project. The objective is to train students in the fifth grade of primary education to use social networks in favor of the management of the educational project of their school group. The following methods were used for research: observation, analytical - synthetic, documentary analysis, interview and survey. The sample was made up of a group of schoolchildren of 27 students from Joe Westbrook Rosales Elementary School. The main results showed greater autonomy on the part of the students to carry out, from the digital context, meetings in order to manage information, plan, organize, monitor, socialize and evaluate the activities programmed in their school group educational project. The development of digital skills in students around social networks as a work tool for the management of the school group educational project was also encouraged. Training from an early age in the responsible use of social networks for the management of the educational project of a school group constitutes premises of preparation for life and for coexistence, while autonomy is promoted in the digital context. The research contributes to the promotion of digital culture in fifth grade students of Primary Education.

Keywords: educational project, social networks, Primary Education

DOI: 10.61365/forum.2024.125

PSYCHOLOGICAL SAFETY OF CHILDREN ONLINE

Evgenia Aseeva

Child And Family Psychologist, Smart Institute, Russia.

e-mail: janett-06@mail.ru

Abstract: The digitalisation of society sets new rules and offers competencies that young people should master to adapt to it. The tasks of parents and specialists working with children include not only teaching new technologies, but also warning about all the psychological consequences and risks of the digital environment. Purpose of the study is to bring together the competencies of the digital society related to child safety online, and consider them from the psychological point of view. Research methods include theoretical review of psychological trends and approaches on this topic, results of scientific research. Main results are summarized in an article with generalized conclusions on the research topic. Conclusion. The psychological aspect in terms of digital security is no less significant than other competencies that need to be taught to modern young people to adapt to the digital world.

Keywords: digital intellect, digital safety, digital hygiene, digital mindfulness

DOI: 10.61365/forum.2024.126

BACK TO CHILDHOOD: THE NOSTALGIA EFFECT IN RUSSIAN SOCIAL MEDIA AND PATRIOTIC FEELING

Dariana Babyna

Researcher, the Faculty of Journalism, Lomonosov Moscow State University, Russia.
e-mail: Daribabyna@gmail.com

Abstract: Research question of this study focused on finding patterns that build lasting patriotic feelings in young audience. For this purpose, 1134 publications were content analyzed, after which 26 metanarratives were formulated and validated through focused group interviews. The theme of childhood as a time of life that evokes warm associations was widely represented on the agenda, with a total of 81 publications, or 4.4% of all publications, devoted to it. The publications showcased the most popular childhood attributes of those born at the turn of the 2000s, such as the joys of spending time in the countryside or outdoors, popular games, and foods popular in the 2000s-2010s. Such publications evoked a deep sense of nostalgia and sadness in young people, but the paramount discovery was the connection between this manifestation of nostalgia and patriotic consciousness. At the same time, direct patriotic metanarratives evoked confused feelings among young people, especially when the patriotic message was posterized and explicit. Thus, within the framework of this study, we do not only and not so much describe the relationship between childhood nostalgia and patriotism, but rather draw attention to the importance of preserving favorable memories of childhood. In this regard, the question of happy childhood in the context of developing digitalization and deep mediatization, when social media becomes the cornerstone of children's media consumption, becomes especially relevant for both researchers and media technologists.

Keywords: Generation Z, social media, childhood, patriotism

DOI: 10.61365/forum.2024.127

SOCIAL MEDIA DISCOURSE AMONG YOUTH IN RUSSIA: STRUGGLE FOR TRADITIONAL VALUES?

Denis Dunas

Leading Researcher, Faculty of Journalism, Lomonosov Moscow State University,
Russia.

e-mail: denisdunas@gmail.com

Abstract: Due to the development of digital media and communication technologies, media culture has penetrated deeply into the daily practices of people around the world. However, despite globalization and other megatrends of our time, national values and priorities remain significant in the media space of each state. In Russia, we can state the presence of ideological balance between global and traditional media content in media culture, where the national content is prioritized. The purpose of this study was to analyze the publications of the most popular online communities among young people on the Russian social networking platforms Telegram and VK. 1,134 publications posted in communities in 2022 were studied, that was in the period after the special military operation in Ukraine started and in the midst of the Western countries' economic sanctions imposition. The research method was content analysis and discourse analysis, which involved studying the content of the presented metanarratives, as well as their interpretation. Analyzing youth digital media culture, we note its strong ideological overtones, reflecting the ideas, views and values that are enshrined in official documents and the public consciousness of Russians. The obvious result of the study is the narrativization of ideology manifested in the texts of the online communities under study (Telegram and VK). Metanarratives encoded in a vast socio-cultural context permeate the narratives of media texts, forming a discourse that reproduces the social culture of a society. It is revealed that the studied online communities serve the strategic mission of youth patriotic education.

Keywords: social media, metanarratives, Telegram, VK, media culture

DOI: 10.61365/forum.2024.128

EMOTIONAL AND SOCIAL INTELLIGENCE OF ADOLESCENTS IN THE CONTEXT OF DIGITALIZATION

Dana Ermakova

Assistant Professor, Demidov Yaroslavl State University, Russia.

Anastasiya Volchenkova

Senior Lecturer, Demidov Yaroslavl State University, Russia, Russia.

Abstract: Modern teenagers are developing in the digital age, which affects their socialization, health and emotional sphere. The purpose of the work is to study the specifics of emotional and social intelligence of adolescents in the context of digitalization. The hypothesis of the study is that the problematic use of social networks affects the degree of development of emotional and social intelligence of adolescents. The study was conducted on the basis of schools in Yaroslavl and Tiksi. 80 teenagers (13-16 years old) took part as subjects, divided into groups with a normal and problematic level of digitalization. Research methods include the emotional intelligence test (Hall), the social intelligence test (Guilford), the questionnaire of the degree of enthusiasm for computer games (Grishina), and the questionnaire of problematic use of social networks (Marino). Mathematical and statistical procedures were also used. During the application of the analysis of variance, it was found that the indicator of “self-motivation” is higher in adolescents with no problematic use of social networks ($F=1.2$, $p=0.3$) and computer games ($F=1.2$, $p=0.3$). In other words, the higher the level of problematic use of social networks, the less often a teenager controls his behaviour by controlling emotions. Their behaviour is based on low self-control, inability to control their desires, and the desire for their immediate satisfaction. However, it was found that “completion stories” ($F=1.3$, $p=2.2$) and “expression groups” ($F=1.8$, $p=0.1$) are higher in adolescents with no problematic use of social networks. They are characterized by the ability to predict people’s behaviour and analyze it as they receive the experience of nonverbal interaction in the real world, which develops their ability to control and recognize the nonverbal reactions of other people.

Keywords: teenagers, emotional intelligence, social intelligence, Cyberpsychology, digitalization

DOI: 10.61365/forum.2024.129

PROBLEMATIC SOCIAL MEDIA USE AND ADOLESCENCE: THE ROLE OF PERCEIVED SOCIAL SUPPORT AND GENERAL SELF-EFFICACY

Fiorenza Giordano

PhD Student, University of Cassino and Southern Lazio, Italy.
e-mail: fiorenza.giordano@unicas.it

Valeria Saladino

PostDoc, University of Cassino and Southern Lazio, Italy.

Stefano Eleuteri

Lecturer, Sapienza University of Rome, Rome, Italy.

Abstract: The rapid surge in social media (SM) usage has stimulated significant research aimed at identifying and exploring potential pathways associated with problematic social media use (PSMU), a maladaptive form of social media usage with significant implication of individuals' well-being. Our work aims to investigate the interaction between perceptions of social support (PSS) and PSMU by also analyzing the potential mediating role of general self-efficacy (GSE) in that connection. The sample consists of 754 individuals of both sexes, (68.4% females) aged 14-17 years old. Participants completed the following questionnaires: Multidimensional Scale of Perceived Social Support; Bergen Social Media Addiction Scale; General Self-Efficacy Scale. The tested model revealed good fit indices: $\chi^2(84) = 203.27$, $p < .001$; CFI = .99; TLI = .98; SRMR = .05; RMSEA = .04. A significant path from PSS to GSE was found ($b = .21$). Negative correlations were shown between PSS and PSMU ($b = -.08$) and between GSE and PSMU ($b = -.18$). Furthermore, the indirect effect of PSS on PSMU through GSE ($b = -.04$) was statistically significant. Results suggest that a weaker sense of social support may potentially lead to a lower perceived effectiveness in coping with everyday challenges, which in turn may possibly foster a maladaptive use of SM. Future interventions might potentially promote healthier social media usage and enhance overall psychological resilience, by fostering confidence in individuals' coping strategies in managing stressful events.

Keywords: social support, general self-efficacy, social media, adolescence

DOI: 10.61365/forum.2024.130

ON THE CONTENT OF EDUCATIONAL WORK WITH PARENTS ON ORGANISING JOINT VIEWING OF DIGITAL CONTENT WITH PRESCHOOL CHILDREN

Natalia Ivanova

Professor, Cherepovets State University, Russia.

Natalia Fadina

Professor, Kindergarten No. 129, Russia.

Abstract: The relevance of the study is due to modern realities associated with the threats of an excess and accessibility of information content not intended for children, and the abnormal time of a child's interaction with digital media. The purpose of the study: to determine the content of educational work with parents on the organization of family joint viewing of digital content with children of early and preschool age. To obtain empirical information about the forms and degree of parental control in the sphere of interaction of a preschool child with gadgets, the questionnaire method was used. 70 people participated in the survey. Depending on the age of the child, the following specific characteristics of the parents' position were identified: parents of young children exercise more formal control over the content of digital content (more than 50%), only 35% of parents are directly involved in the child's development of digital space, and 15% of parents adhere to the position of unrestricted access of the child to the digital environment. 96% of parents of older preschool children are characterized by both mastering the digital space with their children and exercising formal control. Only 4% of parents take a position supporting unlimited access to digital resources. Taking into account the identified features, a programme of educational work with parents was developed in the format of a discussion platform. It offered various forms and methods of conscientious child-parent leisure activities using gadgets, taking into account the age specifics of children, organized a discussion of digital content and ways to control the child's immersion in it based on a differentiated approach, depending on the features of parental control identified during the survey.

Keywords: digital space, preschool children, parent education

DOI: 10.61365/forum.2024.131

GROOMING AS A KIND OF ONLINE COMMUNICATION THREAT

Tatyana Kochetkova

Associate Professor, Department of Social Technologies, North-West Institute
of Management, Russia.

Abstract: Modern teenagers spend at least four hours online. Most parents stop limiting the time on the Internet after the age of fourteen, sometimes without knowing about the online environment risks. Children who prefer online communication to live communication are characterized by social anxiety, low self-esteem, difficult relationships with peers, which pushes them to search for virtual friends. So, in their profile they provide information about themselves, including age, gender, interests, supplementing it with a phone number and address. This information is studied by persons with sexual perversions. Grooming is the adults` criminal behaviour, carried out online, aimed at sexual integrity of children and minors (7–17 years). Pedophiles with mental disorders tend to commit serial crimes. Having studied the child`s profile and interested the future victim with positive feedback, the groomer usually introduces himself as a teenage girl, and in the role of an adult acts as director, modeling agent, etc. Having formed trusting relationship, the manipulator gets confidential information, and using it forces the victim to have virtual or real sex. Children can resist grooming when they know about Internet risks and have trusting relationships with loved ones. Legislative prosecution of groomers is difficult due to the children`s unwillingness to inform parents about grooming, the attacker`s anonymity, the small percentage of criminal cases initiated due to the search for evidence, the parents` digital incompetence and the gullibility of children. The scale of grooming is accompanied by ease of network access, lack of identity verification when registering, insufficient content control, and distant parent-child relationships.

Keywords: digital illiteracy, grooming, violence

DOI: 10.61365/forum.2024.132

MODERN SCHOOLCHILDREN BELIEFS ABOUT MEDIA LITERACY

Oksana Kozhevnikova

Associate Professor, Department of General Psychology, Udmurt State University,
Russia.

Olga Chelyakova

Professor, Udmurt State University, Russia.

Abstract: Students' perceptions of media literacy are explored through a "Sirius Leto" research project implementation. The relevance of the study is determined by the need to teach schoolchildren effective and safe ways of interacting in the virtual space, assimilating optimal strategies for searching and verifying information. The purpose of the study is to reveal the ideas of schoolchildren about media literacy in comparison with the expert position of professionals in the field of digitalization. To collect empirical data, survey methods have been used: questionnaires for schoolchildren and interviews with experts. The survey was carried out using an online form (Google Forms), a semi-structured interview with experts was conducted orally according to a pre-developed guide. The total study sample was 304 respondents (301 schoolchildren and 3 experts) It has been established that experts understand media literacy as a complex phenomenon including the ability to navigate information streams, critically rethink incoming information, analyze its reliability, protect against media manipulations, consciously and purposefully use media resources, as well as the ability to produce high-quality content. It has been revealed that schoolchildren, in general, are aware of the need to select information from reliable sources, about the basic principles of fact-checking, about the presence of a significant number of fakes in the digital sphere. Nevertheless, respondents note that the school curriculum is not sufficiently focused on the development of media literacy of students. In turn, experts point out that the low level of media literacy of schoolchildren increases the risks of harmful effects of propaganda, the formation of clip thinking, and distortion of the worldview. The project resulted in a set of recommendations for schoolchildren and teachers on the development of media literacy.

Keywords: media literacy, schoolchildren, research project

DOI: 10.61365/forum.2024.133

ON ADOLESCENTS' INTERPERSONAL COMMUNICATION IN SOCIAL NETWORKS

Tatyana Kulikova

Associate Professor, Tula State Lev Tolstoy Pedagogical University, Russia.

Abstract: The main problem is that online adolescents are often exposed to unhealthy online orientations that influence their worldview and their lives in general, distorting cognition, ideals and beliefs, deviating from basic human values. The aim of our research was to study the peculiarities of adolescents' interpersonal communication on the Internet to further develop a programme for the development of safe and productive interpersonal communication skills of adolescents in social networks. The study sample consisted of adolescents (n=56) aged 14–15 years. In the empirical part of the study, we used K. S. Zhmyrko's questionnaire; A. A. Rukavishnikov's questionnaire of interpersonal relations and Quigley's method of measuring self-presentation tactics. It was found that 34% of the subjects use social networks for the purpose of communication, 27% of respondents prefer games and entertainment, 14% resort to Internet sources in search of necessary information in order to obtain additional knowledge and help in their studies, and 25% of adolescents could not formulate a specific purpose for using social networks. As preferred tactics of self-presentation on the Internet, 54% of adolescents tend to the so-called power influence, with 33% of the subjects broadcasting the tactics of self-deprecation, and 47% of adolescents prefer to resort to the tactics of dominance in the process of communication online. The results obtained allow us to conclude that adolescents, due to their psychological and personal characteristics, lack of culture of communication in social networks, inability to express their opinion and defend their own point of view, create situations of conflict in social networks and provoke the manifestation of cyberbullying. The formation of effective and safe communication skills of adolescents in social networks is possible during the implementation of special programmes for adolescents, focused on the development of social and personal competencies, self-protection and self-control.

Keywords: Social media, interpersonal communication, risks and threats, adolescents

DOI: 10.61365/forum.2024.134

SPECIFICS OF COMMUNICATION BETWEEN TEENAGERS AND THEIR PARENTS ONLINE

Ilya Larin

Lomonosov Moscow State University, Russia.

Tatiana Sadovnikova

Associate Professor, Lomonosov Moscow State University, Russia.

Abstract: The social situation of development (SSR) of modern adolescents is undergoing significant changes, which are caused by the rapid development of digital society. Information and computer technologies affect every stage of children's development. Concepts such as "digital competence", "alternative identity", "digital childhood", and "digital socialization" have become well-established in scientific discourse. Global changes in society and children's development impact family as the main institution for children's upbringing. However, online communication between adolescents and their parents still is poorly investigated. Objective. Online and offline children-parent communication was studied. Methods included 1) the customized (authorial) "Questionnaire of adolescents' needs to communicate with their parents online and online" (QANCP); 2) the modified version of the "Unfinished sentences". Sample: 128 teenagers (56 boys and 72 girls, age 15–17) took part in the research. Results. Adolescents now prefer to meet some of their communication needs with their parents online, such as the part of communication that is responsible for solving every-day issues. According to the results of a study conducted using "unfinished sentences", adolescents generally assess online communication with their parents as less emotional than offline communication. In addition, they rate the sphere of online communication as "safer" than offline communication. It is important to note, however, that despite these preferences, teenagers still prefer to discuss emotionally significant issues with their parents in person, leaving online for less "emotionally significant topics". Conclusion. Thus, while the online environment may be subjectively safer for adolescents when communicating with their parents about less significant topics, adolescents still need emotional support from adults for personally significant problems. As a result, offline communication with parents remains a priority for them. We plan to conduct further research on this topic, focusing on the detailed description of the phenomenon of communication between adolescents and their parents online.

Keywords: online communication, parent-child communication, adolescents' communication

DOI: 10.61365/forum.2024.135

ONLINE “FAST FOOD” AND VISION DESTRUCTION

Tatiana Leshkevich

Professor, Academy of Psychology and Pedagogy, Southern Federal University,
Russia.

e-mail: Leshkevicht@mail.ru

Abstract: The relevance of the study is due to the increasing volume of on-line communications, leading to deformations in the psychophysiology of the generation of “digital children”. When the balance of the digital and physical communication environment is disturbed, the brain, receiving an excessive number of impulses, becomes hyperstimulated. There are changes in memory, decreased concentration. Children not only find it difficult to understand meanings, they are unable to verbally express both subjective experiences and formulate thoughts. The acquired reflex of constant use of a gadget is called “anti-brain”. Constant consumption of “online fast food” leads to risks of brain exhaustion and “digital dementia”. But since vision supplies the largest amount of information to the brain, the main goal of the study is to analyze the negative impact of the device screen on a child’s vision. Computer visual syndrome caused by digital eye strain has been identified. The eyes become tired, watery and irritated. Despite this, it is believed that “digital vision” provides more information about the world around us than biological vision. The study is based on the comparative method of analyzing scientific literature on the problem, as well as the method of theoretical generalization. The results of the study are related, firstly, to the strategy for minimizing damage from a child’s visual deformation in the digital environment. This involves changing behavior patterns, using physical activity to replace screen time. Secondly, it is important to limit the time interact with the screen, use protective screens and comfortable ergonomics of the space. Conclusion. Deformation of a child’s vision in the digital environment is a serious challenge of our time. Of the 300 million people with visual impairments, 19 million are children. The time spent interacting with the device is directly proportional to the degree of deterioration of health.

Keywords: “anti-brain”, computer visual syndrome, psychophysiological deformations

DOI: 10.61365/forum.2024.136

PREVENTION OF MOBILE PHONE ADDICTION IN TEENAGERS

Liushannara de la Caridad Sevilla Rochet

Student, University of Holguin, Cuba.

Abstract: Addictions are recognized as disorders characterized by dependence or excessive use of a substance, activity or behaviour that has detrimental effects on a person's physical and mental health. There is no specific cause for an addiction to occur, since it is a bio-psychosocial disease where different factors intervene for its appearance. It cannot be explained in a simple way, since it is not only generated by one cause, and its effects are dissimilar. The 21st century, recognized as that of Information and Communication Technologies, brought with it the emergence of new addictions which are related to their use. One of them is mobile phone addiction. During the work practice observation was carried out from the first year of the career in different educational institutions: primary schools, basic secondary schools and semi-boarding schools. The observation of several processes (class, recess, physical education, morning meetings), the interview with adolescents and teachers, allowed to verify the inappropriate use of the mobile phone by several students and little use of it by teachers to motivate and search for information related to the content of the subject they teach. These elements sparked interest in the subject and the need to delve deeper into it. Once located in the "Ivo Manuel Sanamé Nieves" Basic Secondary School, in the Mayarí municipality to carry out the pre-professional work practice, I was able to verify several inadequacies related to the inappropriate use of the mobile phone by the students. The work responds to the research problem: How to prevent cell phone addiction in adolescents in basic secondary school? Its purpose is to offer an orientation programme for the prevention of cell phone addiction in adolescents from the "Ivo Sanamé Nieves" Basic Secondary School belonging to the Guatemala community of the Mayarí municipality, Holguín province. The programme as an orientation modality was innovative in addressing one of the problems that affected the quality of the educational process in the institution.

Keywords: prevention, adolescents, mobile phone

DOI: 10.61365/forum.2024.137

MOTIVES AND RESULTS OF VIRTUAL FRIENDSHIP AMONG TEENAGERS

Yuliya Makarevskaya

Dean, Sochi State University, Russia.

e-mail: yuliya-sochi@mail.ru

Abstract: With the strengthening of the digital component in the social situation of the development of modern children and adolescents, along with new opportunities, new challenges appear in the process of formation and development of their personality. At the same time, a person's need to have friends, an abstract communication group remains unchanged. Friendship is considered one of the most psychologically important intimate types of interpersonal relationships. The main problem of this work is to address the question of the reason for modern teenagers to choose virtual communication and friendship in comparison with real interpersonal offline contacts. The purpose of the work is to study the specifics of the motives and results of virtual friendship among teenagers. The sample consisted of 86 adolescents from 12 to 15 years old. Research methods include structured questionnaire "Friendship and the Internet", the methodology "Diagnosis of friendship motives" (modification of the methodology "Motivation of interpersonal communication" (author I.B. Shkuratova), the test of affiliation motives (A. Mehrabian Affiliation Tendency Questionnaire, MAFF). As a result of the study, it was found that the value of virtual friendship for teenagers is significantly lower as compared to real friendship. Significant differences exist for 5 reasons of virtual and real friendship: 1) The opportunity to share the innermost; 2) I stop feeling lonely; 3) Help in a difficult situation, advice; 4) Escape from boredom, everyday life; 5) Human warmth. The study showed that teenagers do not get the opportunity to share their innermost things with virtual friends, to feel human warmth, or to get help in a difficult situation. Virtual friendship is not a means of escape from boredom or loneliness. A teenager is more likely to look for all this in friendship with real friends.

Keywords: motive, virtual friendship, real friendship, teenagers

DOI: 10.61365/forum.2024.138

MEDIA PRODUCTS' PERCEPTION BY ADOLESCENTS WITH DIFFERENT INTERPERSONAL ATTITUDES

Tatiana Pilishvili

Associate Professor, Department of Psychology and Pedagogy, Peoples' Friendship University of Russia named after Patrice Lumumba, Russia.

e-mail: pilishvili-ts@rudn.ru

Abstract: The issue of improving families and children life quality, countering the spread of media violence and promoting healthy personal development is acute. The purpose is to identify adolescents' relationship with various interpersonal attitudes to media products. Research methods. To evaluate interpersonal relationships actively promoted in the media, Osgood's semantic differential was used. Interpersonal relationships were evaluated: 1) with a tendency towards romanticization; 2) with a tendency to abandon their own sovereignty and absorb the partner's psychological territory; 3) with a tendency to violate the both participants' psychological territory; 4) with psychologically healthy and safe relationships. Psychodiagnostic techniques were used to assess role expectations and attitudes in a potential couple. A gender-balanced study sample was made up of 102 high school adolescents from Moscow schools who took part in RUDN University educational activities. Results of the study show that differences by gender were obtained in a comparative analysis. Girls are characterized by being more dependent on the others' opinions, as well as the personal boundaries blurring. Young men showed a greater predisposition to relationships with a tendency to abandon their own sovereignty and absorb the psychological territory of the partner, as well as with a tendency to violate the psychological territory of both participants. Factor analysis showed that respondents are able to recognize the types of interpersonal relationships. Healthy addiction, responsibility and cooperation are assessed as constituting a fairly psychologically healthy and safe relationship. Conclusion. The results obtained are generally consistent with our studies conducted on the samples of university students, which means the formation stability of an interpersonal relationships pattern with repeated exposure to media production in adolescence and young adulthood. This is critically significant for the possibility of forming strong healthy interpersonal relationships and should be under the attention of the psychological community, educational systems, families.

Keywords: teenagers' interpersonal attitudes, media products perception, healthy interpersonal relationships, psychological territory, psychologically safe relationship

DOI: 10.61365/forum.2024.139

SOCIAL NETWORKS AND VIDEO GAMES IN CHILDREN AND YOUNG PEOPLE DURING THE POST-PANDEMIC: A GROWING PROBLEM?

Eduardo Sandoval-Obando

Researcher, Autonomous University of Chile, Chile.

e-mail: eduardo.sandoval.o@gmail.com

Abstract: The confinement and physical distancing implemented in Chile during the COVID-19 pandemic generated a hyperstimulating context that boosted the consumption of social networks and video games in children and young people. Social isolation, online classes and uncertainty stimulated the search for immediate positive reinforcement as escape mechanisms, with various implications at the level of the prefrontal cortex, amygdala and brain reward circuits. The aim of the study is to describe the available literature around the characterization of video game disorder (VDJ) and problematic consumption of social networks, contributing to the understanding of this phenomenon in the Latin American context and its incidence in the child and adolescent population. *Method.* A systematic, analytical literature review was used. The categories were considered as the search axis: (a) use of social networks, (b) video games, (c) addiction and (d) video game disorder, according to studies published in PubMed, Web of Science and Scopus databases. *Results.* The clinical manifestations described for its addictive use are still heterogeneous. It was observed that the earlier the pattern of video game and social media consumption manifests, the greater the frequency of their use at later ages, which increases risk behaviors in the future. *Discussion.* The pattern of problematic consumption of social networks and video games is still controversial in children and young people. However, it can have negative impacts on brain development, affecting attention, memory and learning, as well as emotional regulation strategies, sleep patterns and social skills. Likewise, it increases the risk of addiction, cyberbullying, eating disorders and depression. Finally, the challenge of generating knowledge, experiences and multidisciplinary research around the problematic use of these platforms in school contexts for the protection of children's mental health is reaffirmed.

Keywords: videogames, social networks, mental health, neurodevelopment, addiction

DOI: 10.61365/forum.2024.140

THE INFLUENCE OF POPULAR MEDIA CULTURE ON TOY SELECTION

Svetlana Smirnova

Researcher of Center for Interdisciplinary Research on Contemporary Childhood,
Moscow State University of Psychology and Education, Russia.

Ekaterina Klopotova

Assistant Professor, Faculty of Educational Psychology; Senior Researcher, Center
For Interdisciplinary Research on Contemporary Childhood, Moscow State
University Of Psychology and Education, Russia.

Abstract: The modern toy industry is heavily influenced by popular media culture. There are character toys (a media toy - transmedia storytelling toys) that have the image of a cartoon character, a movie, or a computer game. In the fall of 2023, the Center for Interdisciplinary Research of Modern Childhood of the Moscow State Psychological and Pedagogical University conducted a study to determine the influence of popular media culture on the choice of toys. Questionnaires were developed and an online survey was conducted among parents of children aged 5-7 years (N=215), teachers of senior and preparatory kindergarten classes (N=43), a conversation was conducted with children aged 8-5 years (N=57). The survey results indicate the popularity of media toys among preschoolers. Almost every child who took part in the survey has a toy character. According to teachers and parents, the popularity of these toys is related to the popularity of the media content they represent. Changing the popular media content will lead to a change in the preferred toys for children. While parents tend to have a negative attitude towards media toys, many of which, in their opinion, have characteristics that do not meet traditional aesthetic or ethical standards (for example, monster figures), teachers usually consider these toys as play objects with both positive and negative aspects. The influence of media content on children's games has been noted in a number of studies. However, the exact nature of this influence has not yet been fully understood, and further research is needed to fully understand this issue.

Keywords: character toys, children, media content, media culture, media toys, popular media characters, preschool age, toy selection, transmedia storytelling toys

DOI: 10.61365/forum.2024.141

THE EFFECT OF SPEECH NOISE ON THE RECOGNITION OF VISUAL STIMULI BY YOUNGER PRESCHOOLERS ON A COMPUTER

Maksim Struzhkin

Senior Laboratory Assistant, Pavlov Institute of Physiology
of the Russian Academy of Sciences, Russia.
e-mail: mstruzhkin@gmail.com

Tamara Kuznetsova

Professor, Pavlov Institute of Physiology of the Russian Academy of Sciences, Russia.

Abstract: The development of educational computer programs is associated with the fact that an insufficiently formed child's brain must perceive and process many competing streams of visual and auditory information, comparing useful information with images stored in its long-term memory and making the right decision. At the same time, "noise conversational pollution" becomes a serious problem, leading to overwork, decreased attention and efficiency. The purpose of the study is to identify the effect of noise supplied through headphones on the process of recognizing visual stimuli presented on a computer by children 3–4 years old. Research methods and sampling. The study involved 30 children with normal eyesight and hearing aged 3–4 years attending kindergarten. On the touch screen, 20 images of geometric shapes of different colours of the same size and different sizes of the same colour were presented sequentially. The information signs were red in the first case, and large in the second. A month later, the experiment was repeated, but using noise corresponding to the average level of ordinary spoken speech (45 dB) supplied through headphones. Main results. The introduction of noise in comparison with the usual situation demonstrated a significant increase in the number of erroneous choices, both when comparing color-size stimuli, and in the color-color and size-size pairs of the same name, as well as an increase in the response time of sensorimotor reaction. At the same time, the percentage of children who made perseverative mistakes increased. Conclusion. When comparing works without "noise" and with "noise", it is shown that children experienced greater difficulties in identifying multi-colored geometric shapes of the same size than single-colored shapes of different sizes. The introduction of noise hindered the recognition process and increased the response time, which is associated with the ontogenetic immaturity of the brain and the weakness of attention switching processes.

Keywords: early preschool age, noise, visual stimuli

DOI: 10.61365/forum.2024.142

NETIQUETTES ON THE INTERNET AND SOCIAL NETWORKS AS AN EDUCATIONAL INFLUENCE IN TRAINING AND DEVELOPMENT OF USERS

Yuri Arnaldo Cutiño Tellez

Research professor, University of Las Tunas, Cuba.
e-mail: yact8116@gmail.com

Marien González Téllez

Research professor, University of Las Tunas, Cuba.

Eliane Yaima Velázquez Estrada

Assistant professor, University of Las Tunas, Cuba.

Abstract: Netiquette is a set of easy-to-follow rules created to educate users on the Internet and Social Networks, since mistreatment was noticed every day on the walls of people connected. With them, one can demonstrate one's personality through messages or conversations that take place every day, whether on a social network or via email. A simple «Good morning» makes the difference from a «hello, how are you?» Above all, if we do not know the readers, it is necessary to present a posture that denotes seriousness. The objective is to teach that Netiquette is used in all areas, both educational and in social systems, and it depends greatly on its proper use. In several of the mass communication systems through which Internet users benefit, especially in the environments offered by Facebook* , X* , WhatsApp and other media that have allowed communication to flow virtually almost instantaneously. A wise man once said, “You are treated as you are seen,” but reflecting education in a text and on the networks is what gives us the Netiquette Rules.

Keywords: netiquetas, redes sociales, normas, internet

DOI: 10.61365/forum.2024.143

* Note that activities of Meta Platforms Inc. (Facebook and Instagram), and the X Corp. (as the successor of the Twitter Inc.), are prohibited in the Russian Federation.

ENVISIONING TOMORROW: UNLOCKING NEW POSSIBILITIES IN CHILDHOOD EDUCATION WITH ARTIFICIAL INTELLIGENCE

ANIMATION STUDIO AS A MEANS OF MUSICAL EDUCATION FOR PRESCHOOL CHILDREN

Alesya Elupakhina

Associate Professor, Maxim Tank Belarusian State Pedagogical University, Belarus.
e-mail: alesiyelupakhina@gmail.com

Olga Antsypirovich

Senior Lecturer, Department of Labor and Organizational Psychology, Maxim Tank
Belarusian State Pedagogical University, Belarus.

Abstract: In the context of modern sociocultural transformations, the attention of scientists is focused on the interaction of children with electronic devices. Modern research allows us to conclude that the conscious and correct use of information technologies in pedagogical work with preschool children has significant potential for the implementation of educational goals, including the musical education of preschoolers. During 2022-2024 at the Faculty of Preschool Education BSPU named after M. Tank the research was conducted. Its purpose was to theoretically substantiate and develop didactic support for the musical education of children of senior preschool age using digital means. Currently, in addition to computer music games, which have multiple advantages over the use of traditional games in musical education and are widely used in educational practice, other digital means are also compelling, including digital animation created using an animation studio. The research of the students of the Faculty of Preschool Education confirmed the effectiveness of using the animation studio in solving such problems of the educational field “Musical Art” as the development of an emotionally positive attitude, interest in different genres of musical art, the formation of the ability to name and compare works of different genres of music, musical instruments, express judgments. The creation of cartoons together with children was carried out using the equipment of the animation studio “I Create the World”. Particular attention was paid to the musical accompaniment - sound recording of fragments of the sound of musical works of various genres performed by various instruments, which in this case determined the content of the cartoon and individual fragments in the vocal and instrumental performance of the students themselves. After participating in the creation of cartoons on a variety

of topics, the vast majority of students (75%) showed positive dynamics in indicators of the formation of musical representations.

Keywords: musical education, didactic animation, animation studio “I create the world”, senior preschool age

DOI: 10.61365/forum.2024.144

**LIST OF FAMILIES IN THE “EDUCATE YOUR CHILD”
PROGRAM TO CARE FOR CHILDREN WITH DIFFICULTIES
IN FINE MOTOR SKILLS AND INTERACTION
WITH TECHNOLOGY**

Catalina Virgen Gómez Parra

Coodinator, University Las Tunas, Cuba.
e-mail: gomezparracatalina8@gmail.com

Mireysi Perdomo Thompson

University Las Tunas, Cuba.

Abstract: The programme “Educate Your Child” in Cuba is directed to offer tools to the families to stimulate the integral development of the children from early ages, with the result that it plays a fundamental role in those with difficulties in the fine motor skills, indispensable to draw, to clip, to button that then goes to allow them interact in an effective way with the digital devices, where its use is more and more important. This investigation was developed in a sample of 10 families with the objective of preparing them for the education and children’s guide in the interaction with the new technologies for them. We kept in mind a combination of theoretical and empirical methods that allowed to carry out a systematizing analysis of the proven theory and its application to the practice. Training sessions were carried out, related with the infant development. Practical work-shops were organized to teach activities and games to develop fine motor skills in children and to teach them interact with the technological devices. Individualized guidance was provided according to the needs of their children, digital materials and forms were consulted to deepen the information obtained, and homes were visited to verify the knowledge acquired to impact their children. Within the prospective results, it was evident that the preparation of the families led to a closer accompaniment with children with difficulties in fine motor skills for interaction with technology, promoting their well-being, transcending in that they understood the need for inclusion and autonomy in their children. As conclusions, this work allowed us to verify that the participation of families is fundamental in children with difficulties in fine motor skills and for their interaction with technology in their effective and individualized accompaniment that enhanced their inclusion in different activities.

Keywords: fine motor skills, functions, families, role in preparation

DOI: 10.61365/forum.2024.145

AI LITERACY FOR CHILDHOOD EDUCATION

Carina Soledad González González

Full Professor, University of La Laguna, Spain. e-mail: cjgonza@ull.edu.es

Abstract: This presentation explores the integration of AI literacy into early childhood education, emphasizing its critical role alongside STEM education. AI literacy involves understanding AI's principles, applications, and ethical implications, which are increasingly relevant in the digital age. The research underscores the potential of using engaging, playful tools like robotic toys and intelligent assistants to help young children intuitively grasp complex AI concepts. These tools provide developmentally appropriate learning experiences that foster critical thinking, problem-solving, and computational skills. The study conducted a qualitative analysis involving 121 participants aged 3-5 from three public schools in Tenerife. The research focused on five fundamental AI literacy principles: perception, representation and reasoning, learning, natural interaction, and social impact. The intervention sessions were co-created with teachers to ensure they were tailored to the children's developmental stages and contextual needs. This participative approach facilitated the effective integration of AI concepts into the curriculum and bolstered teachers' confidence and ownership over the material. Key findings indicate that early exposure to AI concepts can significantly enhance children's cognitive abilities, particularly in critical thinking and problem-solving. Using familiar, contextually relevant examples helped demystify abstract concepts such as sensors and actuators. However, the study also found that younger children often struggled with complex AI concepts, highlighting the need for age-appropriate educational strategies. The research advocates for the comprehensive incorporation of AI literacy into early childhood education to prepare children for a future where AI will play a central role. It emphasizes the necessity of teacher involvement in designing and implementing AI curricula to ensure its success. While the study presents promising results, it acknowledges limitations, including the small sample size and specific study context. Future research should aim to involve larger, more diverse populations and employ quantitative methods to validate these findings further and explore the long-term impacts of AI literacy education on children's cognitive development. This study demonstrates the feasibility and importance of integrating AI literacy into early childhood education. By fostering early familiarity with AI concepts, educators can equip children with the essential skills and knowledge needed to navigate an increasingly AI-driven world, ultimately promoting the development of an AI-native generation.

Keywords: artificial intelligence, AI literacy, childhood education

DOI: 10.61365/forum.2024.146

FAMILY VALUES IN THE DIGITAL AGE: HOW TO USE TECHNOLOGY TO EDUCATE OLDER PRESCHOOLERS

Kristina Grigoreva

Laboratory assistant, Department of Preschool Education, Kazan (Volga Region)

Federal University, Russia.

e-mail: kris.grig7788@gmail.com

Abstract: Relevance of the study: The development of family values plays an important role in the formation and development of a child's personality. Decree of the President of the Russian Federation No. 875 dated November 22, 2023, proclaimed that the 2024 year is dedicated to the popularization of state policy in the field of family protection and the preservation of traditional values. Objective of the study is a review of digital resources that can help form family values in older preschool children. Research methodology: the methodology for studying this problem is based on an integrated approach that combines psychological and sociological aspects. Results of the article indicate that digital capabilities can be an effective tool for forming family values in children. Practical significance. The study can serve as a basis for the development of methods and programmes for the use of digital technologies in family education of children. Parents, specialists and teachers will be able to use these recommendations to create a favorable educational environment and to form family values in children.

Keywords: family values, digital technologies, development

DOI: 10.61365/forum.2024.147

AI AND THE EVOLUTION OF PLAY: FOSTERING IMAGINATION IN KIDS

Yesim Kunter

Game expert and creative strategist for Toys R Us, Lego and Hasbro, Turkey.
e-mail: miseyk@gmail.com

Abstract: Play is fundamental to human development, shaping how we think, engage, and interact with our environment. Historically, children's skills have evolved alongside societal changes, from the creative innovations of the Italian Renaissance to the technical proficiency of the Industrial Age and the information-centric focus of the Information Age. Today, in the Conceptual Age, imagination, purpose, collaboration, critical thinking, curiosity, and adaptability are essential as AI and automation become integral to our lives. Play remains crucial for developing future skills, fostering collaboration, communication, physical, social, and emotional awareness, curiosity, empathy, and grit. Through play, children develop the skills needed to become global citizens, capable of navigating AI-generated environments with creative minds. Balancing technology with physical play is vital, as outdoor play and interaction with nature are crucial for holistic development. Inclusive environments that avoid biases and embrace cultural diversity are essential for shaping these new spaces. Addressing the impact of these environments is crucial in creating safe zones where children can explore, ask questions, and take risks. AI has the potential to transform traditional play experiences by making them more personal, customizable, trackable, and learnable. AI can analyze vast amounts of information, reason, learn, self-correct, and exhibit creativity, personalizing platforms to individual needs. However, designing these technologies should not reduce the randomness and space crucial to creativity or intrude on children's imagination, limiting their freedom. The key is to use AI deliberately, leaving room for spontaneity and unpredictability essential to play. The challenge lies in shaping environments that foster innovation, inclusivity, and holistic development, ensuring a balanced integration of technology and traditional play for the well-being of future generations. AI must enhance play without diminishing children's imagination and freedom, ensuring they can still explore and create within a balanced, inclusive, and safe environment.

Keywords: artificial intelligence, imagination, play

DOI: 10.61365/forum.2024.148

**PUBLIC DEBATES WITH MEDIATORS OF EARLY CHILDHOOD
AUDIOVISUAL CONSUMPTION,
COLLECTIVE CONSTRUCTION SPACES**

Uri Ponce Legrá

Director, Friends of Poland Children's Circle, Cuba.
e-mail: uriponcelegra@gmail.com

Isabel Ríos Leonard

Full Professor and Assistant Researcher, Central Institute of Pedagogical Sciences (ICCP), Cuba.

Annia Cano Pérez

Full Professor and Assistant Researcher, Central Institute of Pedagogical Sciences (ICCP), Cuba.

Abstract: Audiovisual consumption in early childhood is a topic of great importance for the full development of children. The public debates offered a platform to address this topic in a participatory and reflective manner. Accordingly, the objective of the research was aimed at critically assessing audiovisual consumption in early childhood in the respective contexts of action and proposing ways of acting that foster audiovisual consumption oriented towards early childhood development. To achieve this, participatory action research was used with a particular combination of qualitative and quantitative methods, although with a predominance of the former. The debates allowed for the critical self-assessment of knowledge, attitudes and behaviours of the mediators of consumption and in particular the collective construction of actions that could be implemented from home. The public debates with mediators of audiovisual consumption for early childhood development emerge as a participatory and reflective initiative that promotes the understanding and improvement of practices. The combination of face-to-face and radio approaches, together with the collected family wisdom, provided a comprehensive perspective.

Keywords: public debates, mediators, early childhood, audiovisual consumption

DOI: 10.61365/forum.2024.149

APPLICATION OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGIES IN EARLY CHILDHOOD CENTRES: VOICES FROM EARLY CHILDHOOD TEACHERS AND SENIOR MANAGEMENT TEAMS

Jinjin Lu

Senior Associate Professor, Xi'an Jiaotong-Liverpool University, China.
e-mail: jinjin.lu@xjtlu.edu.cn

Abstract: With the development of AI technology in China, the application of AI technologies in educational settings has become popular in all levels of education. Previous research focusing on AI technologies were predominantly in K12 schools and higher education; however, research on the application of AI in early childhood education is little. Particularly, the adoption of AI technologies as intervention tools for young children is scarce. This article uses the example of AI-5G assisted STEM evaluation tools to explore the benefits, challenges, and potentialities of using them in early childhood centres. This study uses semi-structured interviews to gain a deeper understanding of the attitudes and perspectives of early childhood teachers and senior management teams on the potential usage of AI technologies in the intervention programmes for young children. The results reveal that most participants had a positive attitude towards the adoption of using AI-5G assisted tools to develop children's STEAM education, however, they expressed concerns on their high workload, stress, child privacy, and future professional development in terms of adaption to use AI-5G assisted tools. Suggestions and implications are also provided for both AI technology developers and EC academics in future research studies.

Keywords: AI technology, young children, intervention programme, early childhood teachers, senior management team

DOI: 10.61365/forum.2024.150

“GAMEMIRIUM”: A MOBILE APPLICATION FOR DEVELOPING THE PREREQUISITES FOR MATHEMATICAL LITERACY IN OLDER PRESCHOOLERS

Natalya Novik

Associate Professor, Kazan Volga Federal University, Russia.
e-mail: novik-n-n@mail.ru

Diana Zaitseva

Student, Kazan Volga Federal University, Russia.

Olga Evseeva

Student, Kazan Volga Federal University, Russia.

Abstract: “GameMiriUM”: a mobile application for developing the prerequisites for mathematical literacy in older preschool children with adaptation to a tablet and computer is aimed at developing the cognitive flexibility of children of older preschool age as a condition for developing the prerequisites for mathematical literacy. The goal of the project is to create a mobile application with a user-friendly interface, adapt existing and develop new forms of development of the cognitive sphere of children of senior preschool age in the field of mathematical concepts, increase the accessibility and efficiency of providing pedagogical services for parents and kindergarten students. Project objectives include 1) to create a convenient and universal interface for the user, intuitive and visually attractive, easy to navigate and use; 2) using the application, to ensure rapid receipt of diagnostic results of the child to determine the level of current cognitive development and, based on them, select suitable algorithms for further construction of educational work with preschoolers aimed at developing the prerequisites for mathematical literacy; 3) to increase the availability of educational services, combine the experience of teachers to ensure the harmonious and full development of children of senior preschool age. Expected results. 1. User-friendly interface, simple and understandable for users. 2. Adaptation of existing diagnostic tools for assessing the development of the cognitive sphere of a preschool child, as well as forms of organizing this process, taking into account the modern development of society, its achievements in the field of information and communication technologies. 3. Increasing the availability of educational services for users due to the fact that the application can be used at any time convenient for them. Potential consumers of the GameMiriUM application can be heads of educational organizations, educators and parents of students.

Keywords: mobile application, formation, prerequisites for mathematical literacy, senior preschooler, cognitive flexibility

DOI: 10.61365/forum.2024.151

PSYCHOSOCIAL IMPACTS OF THE USE OF DIGITAL DEVICES IN CHILDHOOD

Cristian Camilo Osorio Ordoñez

Lecturer, Minuto de Dios University Corporation – UNIMINUTO, Colombia.
e-mail: cristian.osorio@uniminuto.edu.co

Adrian Marcel Garcia Caicedo

Full Professor and Assistant Researcher, Minuto de Dios University Corporation –
UNIMINUTO, Colombia.

Monica Vargas Prieto

Full Professor and Assistant Researcher, Minuto de Dios University Corporation –
UNIMINUTO, Colombia.

Abstract: The purpose of this article is to analyze the main psychosocial effects caused by the use of technologies in childhood and confinement due to the COVID-19 pandemic. The findings reveal negative impacts on child development, associated with the excessive use of technological devices. In particular, harmful effects are evident on the mental, physical and emotional health of children, and these in turn are related to poor academic performance. Regarding mental health, there is a higher prevalence of disorders such as anxiety, depression, stress, sleep disorders and addictions to video games and mobile devices. In physical health, there is a sedentary lifestyle and lack of active breaks, which affects diseases such as musculoskeletal diseases, obesity and eating disorders. Regarding emotional health, deficits in social skills and self-esteem problems are observed. Longitudinal studies have shown that attention deficit hyperactivity disorder, withdrawal, thought disorder, anxiety, depression and childhood thought disorder were identified as psychopathological risk factors. In this regard, challenges and possible solutions are presented for addressing this problem from family and school environments, with emphasis on the importance of establishing clear limits on the use of technology, both in terms of screen time and the type of content accessible, as well as promoting digital literacy so that children can make informed and safe decisions online. In addition, the need to develop prevention-oriented strategies is highlighted, through the identification and intervention of modifiable factors, which involve collaboration between parents, educators and health professionals, and contribute to the generation of healthy digital environments for children and their overall well-being.

Keywords: technologies in childhood, psychosocial impact, digital literacy, risks in childhood, healthy digital environments

DOI: 10.61365/forum.2024.152

PROSPECTIVE LONGITUDINAL ASSOCIATIONS BETWEEN EARLY CHILDHOOD SCREEN TIME AND LATER DEVELOPMENTAL RISKS

Linda Pagani

Full Professor, University of Montreal, Canada.

e-mail: linda.s.pagani@umontreal.ca

Abstract: Childhood screen time is viewed by most adults as innocuous and convenient. However, it has the potential of inappropriate content exposure, creating a time debt for more enriching activities, and interfering with family functioning. The long-term bio-psycho-social risks associated with childhood screen time are difficult to measure in today's ubiquitous technological advancements. Historical data offers net, isolated longitudinal estimates of early childhood screen time risks. Purpose of the study. In this presentation, we review our published research and present long-term risks associated with millennial screen time from toddlerhood to adolescence using a prospective birth cohort design. Research methods and sample. Participants include 2,120 boys and girls from the Quebec Longitudinal Study of Child Development, born between spring 1997 and spring 1998. This Canadian data set includes direct observational data and parent-reported, teacher-reported, and self-reported data. We will review the results generated over the last decade of research with this population, while controlling for pre-existing and concurrent family and individual confounds. Main results. We will report long-term prospective associations between toddler screen time and subsequent developmental risks into adolescence. We will also report on the long-term risks associated with typical violence exposure, having private access to screens, and technoference and family meal dynamics in early childhood. Conclusion. When measured at a time when television was the only platform available, early childhood screen time predicts long-term developmental risks. We also observed long-term risks of typical violence exposure and bedroom access. These estimates can be used to generate impact models for today's complex more portable and adaptable platforms. The findings confirm current concerns about the pervasiveness of technology in childhood and adolescence.

Keywords: toddler screen time, typical screen violence, bedroom screens, Millennial childhood

DOI: 10.61365/forum.2024.153

PERSPECTIVE OF USING EYE-TRACKING SYSTEMS IN DIAGNOSTICS OF VISUO-SPATIAL MEMORY

Elizaveta Panfilova

Junior Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

e-mail: lizaPanf11@yandex.ru

Irina Polikanova

Head of the Laboratory of Convergent Research on Cognitive Processes, Federal
Scientific Center for Psychological and Interdisciplinary Research, Russia.

e-mail: irinapolikanova@mail.ru

Abstract: Visuo-spatial working memory (VSWM) is responsible for the active representation of the visual and spatial appearance of relevant objects. Assessment of visual working memory of preschool children is a crucial component of diagnosing their learning excellence and level of socialization process. Since recent studies described a central role for VSWM in oculomotor control, we suggest that cognitive processes of visuo-spatial working memory can be modulated by eye movements. To investigate this effect, an overview of empirical research on the interaction of oculomotor reactions with the development of visuo-spatial working memory in preschool children was carried out. Forty-seven healthy children from preschool classes took part in our study: 23 females ($6,76 \pm 0,32$ y.o.) and 24 males ($6,74 \pm 0,31$ y.o.). All parents gave their informed consent to participate in the study. The state of visuospatial working memory was diagnosed with Russian version of subtest from NEPSY-II, called Memory for designs (MfD). A child was instructed to remember the content and location of each graphical picture, placed on a 4x4 matrix, in 10 seconds. After the stimuli the child must have picked up the right number of target cards out of stack, avoiding the distractors, and reproduced the matrix demonstrated before. The methods consisted of four experimental tasks. To assess visual strategies during remembering the visual stimuli we measured eye movements with the infrared video-recorded eye-tracker Pupil Labs Invisible (Pupil Labs GmbH). All participants were divided into three groups according to points of each scale of MfD test (Content, Spatial, Total): high, medium and low. The number of gaze fixations differed significantly between Medium and High levels of Spatial scale ($p < 0.01$). Children with higher levels of spatial score made more fixations. The present study showed various visual strategies in preschool children with different levels of spatial memory, which can point at the interconnection between VSWM and oculomotor control. Therefore, the application of eye-tracking systems is important in assessing the state of visuospatial memory and further research should be conducted.

Funding: The research has been supported by the Youth Laboratory “Convergent research of cognitive processes” at the Federal Scientific Centre for Psychological and Interdisciplinary Research.

Keywords: eye-tracking, fixations, visuo-spatial working memory, non-verbal working memory

DOI: 10.61365/forum.2024.154

DEVELOPMENT OF COGNITIVE ABILITIES OF CHILDREN OF SENIOR PRESCHOOL AGE IN A DIGITAL ENVIRONMENT

Olga Pustovoitova

Associate Professor, Department of the Preschool and Special Education, Nosov Magnitogorsk State Technical University, Russia.

e-mail: olgapustovojtova@yandex.ru

Natalya Vedeshkina

Russia chief, MDOU «Kindergarten No. 73» of the city of Magnitogorsk, Russia.

Abstract: The development of cognitive abilities of children of senior preschool age is one of the important problems of modern humanities. Children of the 21st century differ from the previous generation in that their cognitive abilities, in particular thinking, speech, attention, memory and imagination, are formed under the influence of the digital environment, which replaces visual-figurative thinking with the logical one, live communication with communication in a virtual environment through the mediation of a gadget. Therefore, the relevance of the undertaken research is beyond doubt. The issue is the subject of study by many scientists, including N. N. Boldyrev, N. V. Malchukova, N. Ya. Ageev, A. V. Karpov, A. P. Panfilov and others. The purpose of the study is to determine the level of development of coherent speech in children of senior preschool age who are active participants in the virtual environment. According to a Google survey of parents, 89% of children use a gadget every day to access the virtual world. Diagnostics of the levels of mastering coherent speech were carried out by teachers according to the programme edited by M. A. Vasilyeva, T. S. Komarova, V. V. Gerbova. 49 pupils of the MDOU “Kindergarten No. 73” of the city of Magnitogorsk of senior preschool age took part in the diagnostics. The total population of respondents was 56 people, confidence level is 95%. There were 16 people (32%) with a high level of development of coherent speech, 21 people (42%) with an average level of development of speech, and 14 people (28%) with a low level of development of coherent speech. Thus, we can conclude that visual children, in whom passive speech dominates over active speech, have significant problems with coherent speech, which, of course, also indicates that speech-cognitive activity is unformed.

Keywords: cognitive development, coherent speech, children of senior preschool age, digital environment

DOI: 10.61365/forum.2024.155

AUDIOVISUAL CULTURE IN EARLY CHILDHOOD EDUCATORS AND THEIR ABILITY TO RESPONSIBLY MEDIATE AUDIOVISUAL CONSUMPTION IN PRESCHOOL CHILDREN

Yanay Rodríguez Cabrera

Lecturer, University of Artemisa, Cuba.
e-mail: yanayrodriguez1989@gmail.com

Abstract: Audiovisuals are now a learning opportunity for children and their educational agents. This means that they must be used responsibly and in a timely manner as the only way to turn them into development tools and to encourage audiovisual consumption for this purpose. Audiovisuals that promote children's development depend on the adults who influence their education. In early childhood, this phenomenon becomes more relevant, given the psychological regularities of the period, the role of the adult and education as a guide to development. The research aims to characterize the audiovisual culture of early childhood educators who are undergoing university professional training. It describes how the training process contributes to the development of audiovisual culture so that these educational agents can responsibly mediate children's audiovisual consumption. Theoretical methods such as analytical-synthetic, inductive-deductive, systems approach and empirical methods such as documentary analysis, observation, surveys and interviews are used. 37 first-year students from the Municipal University Center of Bauta, belonging to the University of Artemisa, were intentionally selected for the sample. Ten teachers from the Bachelor's Degree in Preschool Education were also selected. The results show a basic development of the three dimensions that make up audiovisual culture: gnoseological, instrumental and evaluative. It highlights the impossibility of the educators to explain their mediating role in converting audiovisuals into development media from their three functions: teaching-methodological, educational guidance and research and improvement. It is recognized that university vocational training must intend actions to develop knowledge related to audiovisual language, criteria for quality audiovisuals and the regularities of children in early childhood as a consumer public. The basic development of audiovisual culture exhibited by educators in university vocational training hinders the responsible mediation of audiovisual consumption by the children they work with.

Keywords: audiovisual culture, early childhood educators, responsible mediation

DOI: 10.61365/forum.2024.156

ASSOCIATION OF PRESCHOOLERS' MEMORY AND ATTENTION WITH BOARD GAMES AND DIGITAL GAMES (ON THE EXAMPLE OF "DOBBLE")

Olga Rubtsova

Associate Professor, Head of the Center for Interdisciplinary Research on Contemporary Childhood, Moscow State University of Psychology & Education, Russia.
e-mail: ovrubsova@mail.ru

Olga Salomatova

Junior Researcher, the Centre for Interdisciplinary Research of Contemporary Childhood, Moscow State University of Psychology & Education, Russia;

Yulia Tokarchuk

Researcher, the Center for Interdisciplinary Research of Contemporary Childhood, Moscow State University of Psychology & Education, Russia.

Abstract: In the context of the Information Revolution, various types of activity are being transformed, and play activity is no exception. This process is associated, in particular, with the penetration of elements of digital play into the fabric of play activities of contemporary preschoolers. In the process of play, preschoolers develop cognitive functions along with arbitrariness, self-regulation, and imagination. The report presents the results of an experimental study of the relationship between memory and attention of older preschoolers with board and digital games on the example of the popular game "Dobble". The study was conducted from February to May 2023 with the participation of 76 children from preparatory groups of kindergartens in Moscow. The study involved two experimental groups and one control group. Children from one experimental group played the board game version of "Dobble" twice a week for 8 weeks, while children from the other experimental group played the digital analogue of this game "Double Match: one common image". Children from the control group did not play any version of the "Dobble" throughout the experiment. The following methods were used in the study: 1) Method "Memorizing 10 words" by A. R. Luria; 2) Method for diagnosing the volume of visual memory of preschoolers by D. Wechsler; 3) Method for studying the degree of concentration of voluntary attention "The Tangled Lines test" (Modification of the A. Rey test); 4) "Drawing a pattern" (The Pieron-Ruser test). The results of the comparative analysis testing before and after the intervention in three groups showed significant positive effects in children who played the digital version of the game in the development of short-term and long-term auditory memory, visual memory, and also in the stability of voluntary attention. The data obtained are generally consistent with the results of similar studies.

Keywords: board games, digital games, preschool age, cognitive functions, game applications, Dobble

DOI: 10.61365/forum.2024.157

DEVELOPMENT OF MORPHOLOGICAL SKILLS IN CHILDREN OF SENIOR PRESCHOOL AGE USING ELECTRONIC EDUCATIONAL RESOURCES

Lyubov Vorontsova

Preschool Education Teacher, State Educational Institution Kindergarten No. 497, Minsk, Student of BSPU, Belarus.

Abstract: Mastering grammatical means of language provides not only speech but also mental development of preschool children. In this regard, the improvement of ways to form a beautiful and competent speech for full communication of the child is an urgent pedagogical task. Of particular interest is such a direction of work as morphology. In the process of active learning of grammatical phenomena, most preschool children violate morphological rules, which determines the need for timely prevention of speech errors. In order to study morphological skills in the students of senior preschool age a pedagogical study was conducted. The diagnostic complex of studying the formation of morphological skills in older preschool children was made on the basis of the research methodology proposed by M. M. Alekseeva and V. I. Yashina. The study sample consisted of 20 pupils of the senior preschool age from 5 to 6 years of preschool education in Minsk (11 girls and 9 boys). The analysis of the obtained results showed that morphological skills of senior preschool children are mainly at the average level (12 children, 60%). The low level is characteristic of 5 children (25%). A high level was found in 3 pupils (15%). In order to improve morphological skills of older preschool children, an electronic educational resource (EER) was developed. “Morphological Calendar” allows solving the problems of forming grammatically correct speech in pupils using digital means, which meets the age interests of the child on the one hand, and the need to provide active screen time, when the child is not just a consumer of content, but is a direct performer of certain actions. Currently, the EER is being tested in preschool education institutions in Minsk. Preliminary results allow us to conclude about the effectiveness of the developed didactic materials for improving morphological skills of senior preschool students.

Keywords: grammatical structure of speech, morphological skills, senior preschool age

DOI: 10.61365/forum.2024.158

RESEARCH AND PREVENTION OF DIGITAL RISKS

GOOD PRACTICES TO PREVENT AND CONFRONT DIGITAL RISKS THAT VIOLATE THE RIGHTS OF CHILDREN AND ADOLESCENTS IN SOCIOCULTURAL PROJECTS

Judiel Reyes Aguilar

Director, Provincial Center for Cultural Development in Villa Clara, Cuba.
e-mail: supervc@cenit.cult.cu

Abstract: Sociocultural projects become unique spaces of socialization for children and adolescents that contribute to their cognitive and spiritual development. However, in this type of project, a group of situations can occur that violate the protection of children. This is why project managers need an instrument that allows them to identify different risks in the protection of children's rights, as well as good practices to prevent and know how to deal with them. During the years 2021 to 2022, the Provincial Center for Cultural Improvement of Villa Clara developed research with the aim of developing a guide to identify possible risks in the protection of children's rights, which may be presented to them in sociocultural projects in Cuba and to offer a set of good practices that allow project managers to decide what actions they should take to prevent and confront these risks. The Research-Action-Participation methodology was used to prepare the guide. To identify the risks and proposed good practices, observation instruments, interviews and surveys were applied in nine sociocultural projects with more than five years of work with children and adolescents from various provinces of Cuba. This paper describes the process of preparing the guide. It emphasizes the identified digital risks that violate the rights of children and adolescents. It also presents the proposed good practices so that cultural managers can prevent and confront these risks in the digital context.

Keywords: rights, childhood, new technologies, sociocultural projects

DOI: 10.61365/forum.2024.159

POLITICAL AND PSYCHOLOGICAL ASPECTS OF INFORMATION PRESSURE ON RUSSIAN YOUTH IN INTERNATIONAL TENSIONS: BASIC RISKS AND WAYS OF OVERCOMING THEM

Elena Brodovskaya

Chief Researcher of the Institute of Humanitarian Technologies and Social Engineering, Financial University under the Government of the Russian Federation, Russia.
e-mail: evbrodovskaya@fa.ru

Vladimir Lukushin

Research Assistant of the Institute of Humanitarian Technologies and Social Engineering, Financial University under the Government of the Russian Federation, Russia.

Abstract: The start of the Russian military operation and the subsequent events that have heightened international tensions have acted as a trigger for the activation of various digital practices by youth groups. In a period of increasing global tensions, the extent and nature of young people's immersion in the digital environment presents both significant risks for state and public institutions, associated with the spread of destructive attitudes, external information pressure and controlled attempts at protest mobilisation, and new opportunities, determined by the improvement of political communication and the formation of a digital dialogue with youth. The theoretical framework of the study is conditioned by the gradual transformation of the concepts of digital citizenship, which are moving towards ensuring technological and information sovereignty in order to guarantee the attitudinal and psychological security of children and young people. The research methodology is based on a combination of network and cognitive approaches. The algorithm of data collection, processing and analysis included the use of cognitive content mapping to collect markers of external information pressure on young people in 2022-2024, automated social media analysis of information flows, and subsequent verification of digital data through polygraph testing with elements of focused interviewing. The results of the research revealed the intensification of information flows of external information pressure on various segments of Russian youth through modern social media. The psychological effects of this phenomenon are the development of destructive components, the destruction of information immunity, aimed at a general increase in stress and anxiety. In addition, the phenomenon of information detoxification against the background of the spread of fake and manipulative information in social media was recorded and characterised. The study also presents recommendations and basic directions for improving the effectiveness of the authorities and civil society institutions in overcoming the problems identified.

Keywords: external information pressure, destructive impact, digital technologies, Social media, psychological effects of digitalisation, information policy, youth, political tension

DOI: 10.61365/forum.2024.160

MORAL QUALITIES DEVELOPMENT WITH AN INCLUSIVE APPROACH FROM SOCIAL NETWORKS. CURRENT CHALLENGE FOR FIRST INSTANCE STUDENTS

Eliane Yaima Velázquez Estrada

Assistant Professor, University of Las Tunas, Cuba.
e-mail: elianeves81@gmail.com

Yuri Arnaldo Cutiño Tellez

Research Professor, University of Las Tunas, Cuba.

Alina Lazara Rodríguez Morales

Lecturer, University of Las Tunas, Cuba.

Abstract: At present the development of moral qualities is an important, complex task full of difficulties, this problem has become the focus of attention, given its importance and the role in the conservation of our species, so it is necessary to strengthen all the socializing factors. Social networks are among these factors. What do we understand by social networks? We could define them as online platforms formed by communities of users with common interests in which they can be in contact with each other and exchange information. With the solution of this problem, the unity between the affective and the cognitive is revealed, which is a way of educating the personality, evidenced in the fulfillment of behavioral habits, moral feelings and representations. The objective of this research is to provide a well-founded overview of how Early Childhood Education students, using social networks, put into practice the development of moral qualities during their virtual interactions.

Keywords: early childhood, moral qualities, social networks, internet, netiquette

DOI: 10.61365/forum.2024.161

PSYCHOLOGICAL FEATURES OF CYBERAGGRESSION IN ADOLESCENCE

Valeria Glazacheva

Student, Demidov Yaroslavl State University, Russia.

Anastasiya Volchenkova

Senior Lecturer, Demidov Yaroslavl State University, Russia.

Abstract: Informatization of social space and the digital environment have a huge impact on all spheres of the psyche. Digital devices change the forms of interaction with the outside world, complement the lives of children, and create a new development situation. The modern context of digital socialization is characterized by a significant gap between parents and children in mastering the digital space, which cannot but affect the peculiarities of constructing cultural norms online. Thus, the digital space, as part of the social situation of a teenager's development, determines the specifics of aggressive behaviour online. The purpose of the work is to study the specifics of cyber aggression among adolescents in the digital age. Research methods include theoretical analysis, general psychological methods, principles of planning and conducting empirical research, diagnostic and research methods, mathematical and statistical methods for processing empirical data: procedures of descriptive statistics, correlation analysis, analysis of variance. 72 teenagers (14-16 years old) took part in the study as subjects. The subjects were divided into groups depending on the level of reflexivity. After conducting the study, the following conclusions can be drawn: adolescents with a higher level of reflection in a conflict situation tend to react with cooperation, and adolescents with a low level of reflection tend to react with competition, and also in the group of highly reflective adolescents, cyberbullying rates are lower than in the group of adolescents with a low level of reflexivity ($F=12.454$, $p<0.01$). We assume that a reflective teenager is inclined to think about what the aggressor wants to achieve with such actions, and how best to respond to this provocation. Such reasoning will help avoid hasty, rash actions as well as impulsive responses, as the teenager will think about how this situation can affect further interaction and the mental state.

Keywords: cyberaggression, reflexivity, teenagers, digitalization

DOI: 10.61365/forum.2024.162

ADOLESCENTS, SCHOOL VIOLENCE, AND CYBERBULLYING

Candido Alberto da Costa Gomes

UNESCO Chair of Youth, Education and Society, Brasília Catholic University, Brazil.
e-mail: candidoacg@gmail.com

Carlos Ângelo de Meneses Sousa

UNESCO Chair of Youth, Education and Society, Brasília Catholic University, Brazil.
e-mail: carlosangelos@yahoo.com.br

Geraldo Caliman

UNESCO Chair of Youth, Education and Society, Brasília Catholic University, Brazil.
e-mail: ger.caliman@gmail.com

Susana Emília Oliveira e Sá

North Health Teaching Association (AESN), Trofa Health Group (GTS) and Po,
Portugal. e-mail: susanaemiliasa@gmail.com

Patrícia Helena Carvalho Holanda

Federal University of Ceara, Brazil. e-mail: profa.patriciaholanda@gmail.com

Abstract: Technologies have deep impacts on society, economy, and culture. During and after pandemics COVID-19 the use of information technologies have increased significantly. This is particularly serious for adolescents who run the risks of dependence on internet and cyberbullying. The latter has been transformed into in presence bullying at schools after the pandemic, with more impact on victims, witnesses, and aggressors. Suicides have been extreme consequences since the pioneer research by Olweus in Norway. As Brazil and Portugal have presented problematic relations of adolescents with technologies and cyberbullying, the UNESCO Chair of Youth, Education and Society adopted a project elaborated by Professor Aleksander Veraksa to obtain scientific data on these issues. We plan to apply the questionnaire to students in both countries, gathering data in at least one school of lower socioeconomic status student body and at least one school of higher socioeconomic status students, looking for a minimum number of male and female respondents, as well as those in initial (13-15 years of age) adolescence and in late adolescence (16-18). We will use a socioeconomic index for public schools, elaborated officially in Brazil. The results will be analyzed on the basis of psychology, that oriented the instrument, and also of sociology of education, aiming at the recommendations on public educational policies. Portugal and Brazil use the same language, Portuguese, and have many common cultural roots.

Keywords: information technologies; adolescents; school violence; cyberbullying

DOI: 10.61365/forum.2024.163

PSYCHOLOGICAL INFLUENCE OF AN ONLINE SEXUAL GROOMER ON A MINOR VICTIM

Konstantin Kiselev

Assistant of the Faculty of Social Psychology, Psychologist of the Laboratory of Legal Psychology, Postgraduate Student of the Faculty of Social Psychology, Saratov State University, Russia.

Abstract: Currently, the number of crimes against sexual inviolability of minors is increasing. However, underrepresented in modern legal practice and scientific psychology is the phenomenon of online sexual harassment of minors (online grooming). The aim of the study was to examine the strategies of psychological influence on minors in the situation of online sexual grooming. Research methods included questionnaire survey and multiple linear regression analysis. Empirical sample included 170 people. The survey dealt with the period of the interviewees' minority. Results. In the case of predicting the variable "submission to a sexual online groomer" (the victim sent intimate photo, visual materials at the request of the molester), the regression coefficient had a value of $R=0.428$ ($R^2 = 0.183$, $p < 0.0001$). The most significant strategies (predictors) of psychological influence of sexual online groomers are: a) using flattery and compliments ($\beta = 0.156$, $t = 2.189$, $p = 0.030$, $VIF = 1.026$); b) exploiting the victim's curiosity ($\beta = 0.322$, $t = 4.492$, $p = 0.000013$, 0.955 ; $VIF = 1.047$); c) exploiting the victim's naivety (victim "did not know what to do") ($\beta = 0.251$, $t = 3.508$, $p = 0.001$, $VIF = 1.040$). The following regression model of the psychological influence of online sexual groomer was formulated: $Y = 0.014 + 0.121 * X1 + 0.353 * X2 + 0.275 * X3$, where Y is "Submission to a sexual online groomer", X1 is the use of flattery and compliments, X2 is the exploitation of the victim's curiosity, and X3 is the exploitation of the victim's naivety. Conclusions. The conducted analysis allowed us to establish the most significant strategies of psychological influence of online sexual groomers on victims: the use of flattery and compliments, as well as manipulation of such psychological features of victims' personality as curiosity and their lack of understanding of adequate models of behaviour (naivety).

Keywords: sexual online grooming, sexual online harassment, psychological influence

DOI: 10.61365/forum.2024.164

PEDAGOGICAL SOCIAL PERCEPTION OF ADOLESCENT AGGRESSION

Artur Rean

Director of the Center for Socialization, Family and Prevention of Antisocial Behavior Research, MPGU; Head of the Laboratory for Psychology of Destructive Behavior and Aggression in Youth, FSC PMR, Russia.

e-mail: aa.rean@mpgu.su

Ivan Konovalov

Research Analyst at the Center for Socialization, Family and Prevention of Antisocial Behavior Research, MPGU, Russia; Researcher at the Laboratory for Psychology of Destructive Behavior and Aggression in Youth, FSC PMR, Russia.

Abstract: The scientific research on pedagogical social perception has a long history. Now there is a lack of publications concerning the current state of the problem, notably, in the aspects related to teachers' representations of students' aggression and deviant behaviour risks. Purpose of the study is the assessment of teachers' ideas about different aspects of adolescent aggressiveness, as well as typical manifestations of aggression among adolescents, and the connections between these socio-perceptual images and personal characteristics of the teachers themselves. Research methods and sample. The study was conducted in the form of an online survey. A total of 7,042 teachers participated in the survey (94% were women). To measure the levels of aggressiveness among teachers the Buss-Perry method was used (adopted by S. N. Enikolopov et al.). A questionnaire to assess the teachers' images on problematic student behaviour was developed by A. A. Rean's team. Main results. It has been found that for teachers, the most significant indicators of aggression toward a child are the child's depressed state and their own aggressive behaviour. Teachers are most likely to experience anxiety, fear, and worry when faced to manage conflict situations between students. Among the most common types of aggressive behaviour directed at a teacher are systematic violations of discipline, ignoring, and refusing to obey the teacher's instructions. There is a tendency for teachers to perceive various manifestations of aggression from students with an increase in their own level of aggressiveness, including physical aggression, anger, and hostility. Based on the analysis of open-ended questions, the most frequently used lexical units in both groups were "aggress" [aggression], "drak" [fight]. Conclusion. The obtained results are important for both the development of professional programmes for teachers and psychologists working in the field of preventing deviant behaviour in adolescents, as well as for educational and youth policies.

Keywords: social perception, aggression, teachers, adolescents

DOI: 10.61365/forum.2024.165

INFORMATION STRESS AND EMOTIONAL WELL-BEING OF TEENAGERS IN THE DIGITAL ERA

Svetlana Kucherenko

Associate Professor, Chair of Psychology, V. I. Vernadsky Crimean Federal University,
Russia.

Abstract: The use of digital tools in the educational process has sparked debates regarding the risks and benefits. Modern teenagers' use of electronic devices has become a source of both information and emotional stress. The research aims to examine the psychological and emotional state and emotional well-being of contemporary teenagers in the digital era, as well as to identify personal and family factors contributing to computer dependence in younger teenagers. The study utilised the full original M. Lusher test and the "Screening Diagnosis of Computer Addiction" questionnaire by L. N. Yuryeva and T. Y. Bolbot. Respondents included members of 20 families: 25 teenagers aged 10-12, 38 parents, totaling 63 individuals. The deviation from autogenic norm (AN) and the variable as basic category of the Self-Regulation in colour choices (preference for 3 and 4) in the results of the full Lusher test were found to be statistically significantly correlated with the severity of cyber-dependence. In the results of the eight-colour subtest, teenagers with pronounced computer dependence showed a preference for green, yellow, and red (2, 3, and 4 in various combinations) while rejecting the colour blue (1). Notably, variable in the results of the full Lusher colour test prevailed in 55.3% of all parents of teenagers and 82.4% of teenagers with pronounced cyber-dependence, indicating a majority of respondents. It can be concluded that teenagers with cyber-dependence exhibit significant emotional distress and a prevalence of variability among both teenagers and their parents. In this case, a therapeutic strategy would involve developing their constant, persistent, and purposeful achieving the set goals.

Keywords: emotional well-being, information stress, digitization, computer addiction, cyber addiction, variable

DOI: 10.61365/forum.2024.166

PSYCHOLOGICAL PREDICTORS OF PROBLEMATIC SOCIAL MEDIA USE AMONG ADOLESCENTS

Alesya Lanovaya

V. Serbsky National Medical Research Centre for Psychiatry and Narcology, Russian Federation Ministry of Health, Russia.

Eugenia Fadeeva

National Research Center on Addictions Branch, National Medical Research Centre for Psychiatry and Narcology n.a. V.Serbsky, Russian Federation Ministry of Health;
V.M. Bekhterev National Medical Research Center for Psychiatry and Neurology
email: nscnfadeeva@mail.ru

Abstract: Relevance. Adolescents are one of the most vulnerable groups for addictive behaviours such as problematic internet and social media use. Understanding psychological predictors of adolescent social media use informs targeted interventions and increases the effectiveness of prevention efforts. Purpose of the study was to identify psychological predictors of problematic social media use (PSMU) among adolescents. Classroom-based self-report online survey of 90 school students aged 15, 44 boys (49%) and 46 girls (51%) was carried out in the Moscow region, using Problematic Facebook * Use Scale – PFUS, Purpose-in-Life Test – PIL, Emotional Empathic Tendency Scale – EETS, Depression Anxiety Stress Scale – DASS-21, Social Media Usage Duration Questionnaire – SMUDQ. Linear regression analysis was applied based on a preliminary correlation analysis using Spearman’s rank correlation coefficient to identify independent variables. The dependent variable was the total score of PFUS. The regression models met reliability criteria. Results. Thus, the following regression models identified predictors of problematic social media use. 1) Predictor for 33.4% of cases is the lack of life goals, which reduces its meaning (the Life Purpose Scale, PIL); reduced emotional sensitivity, which can negatively affect the process of interpersonal interaction (the Emotional Emphasis Trait Scale, EETS), as well as longer time spent in social networks at weekends (SMUDQ). Regression model statistics: $R^2=0.334$; PIL: β -coefficient -0.310 , $p=0,002$; EETS: β -coefficient -0.289 , $p=0,001$; SMUDQ: β -coefficient 0.248 ; $p=0,016$. 2) Predictor for 21.6% of cases is anxiety, which is manifested in subjective feelings of worry, unfavourable premonitions (the Anxiety Scale, DASS-21). Regression model statistics: $R^2=0.216$; DASS-21: β -coefficient 0.475 , $p=0,000$. Conclusion. Based on the results of this study, the directions of prevention programmes may include: 1) training in self-regulation skills (behavioural and emotional); 2) development of skills for setting life goals and objectives in the short and long

* Note that activities of Meta Platforms Inc. (Facebook and Instagram), and the X Corp. (as the successor of the Twitter Inc.), are prohibited in the Russian Federation.

term; 3) increasing sensitivity to external influences; 4) training in mindfulness and reflection.

Keywords: problematic social media use, adolescents, predictors, addictive behaviour

DOI: 10.61365/forum.2024.167

MEDIA AND ITS INFLUENCE ON GENDER REPRESENTATIONS IN ADOLESCENTS

Mohamed Azis Pérez Caldevilla

Faculty of Dentistry, Faculty of Psychology, University of Havana, Cuba.
e-mail: mapcfeu@gmail.com

Lauren de la Caridad Donate Menéndez

University of Havana, Cuba.

Roberto Sergio Granado Abreu

University of Havana, Cuba.

Abstract: Gender representation in the media is a topic of growing interest in today's society, especially regarding its influence on adolescents. In the Cuban context, it is important to analyze how these representations affect young people and their perception of gender roles. Objective is to assess the influence of gender representation in the media on adolescents. Methodology. Qualitative research was conducted at the "Felipe Poey" Basic Secondary School in Plaza municipality in Havana, from February to March 2024. A non-probabilistic sample of voluntary participants was used, with 21 students of both sexes between 13 and 14 years old who consented to participate in the study. Group sessions were held to identify gender stereotypes in the media as perceived by adolescents. Results. Adolescents mentioned soap operas, movies, TV series, cartoons, and social media as the media where they learned about gender representations. They expressed stereotypes of male roles such as "providing money for the household," "working outside," "protecting the mother and children from any danger," "exercising and doing sports," while associating women with "caring for and raising children," "doing household chores," "having children." Idealized images of beauty were detected: women should be thin, wear dresses, wear makeup, be sensitive and educated, have a "good body"; for men, they only mentioned that they should be masculine and strong. Conclusions. Gender representation in soap operas, TV series, movies, and social media is having a strong impact on adolescents, creating gender stereotypes regarding roles and beauty ideals, which can limit their perception of what is acceptable or desirable based on their gender, as well as decrease their self-esteem or influence their body image.

Keywords: adolescence, media, gender representation

DOI: 10.61365/forum.2024.168

THE VIRTUAL WORLD: BENEFITS AND HARMS

Nataliya Levitskaya

Public Organisation “The Sovereign Course”, Russia.

e-mail: worldofwonder.spb@gmail.com

Kseniia Konoshenko

Public Organisation “The Sovereign Course”, Russia.

Svetlana Belova

Public Organisation “The Sovereign Course”, Russia.

Abstract: The relevance of the research. Virtual world addiction is formed by computers, smartphones, tablets. The research purpose is to identify how the children’s (aged 5-16 y.o.) virtual world addiction is formed. Research methods and sampling. This research was conducted as part of the educational activities of the Family, Women, and Children Affairs Committee and the Committee on Education and Science of the public organization “The sovereign course” with participation of teachers and psychologists. The main research results. The virtual world is a safe and comfort zone for a child. due to emotional sufferings children tend to escape into virtual world. Conclusions. When parents display sincere interest in the children’s life, they are able to express themselves, demonstrate their feelings, realizing that they are safe and important. When a child experiences emotions in the real world, it becomes more interesting than the virtual one. Theses. 1. Children’s virtual world addiction is formed when parents tend to receive universal recognition 2. Due to Children’s wrong attitude to their mistakes, they are not willing to overcome difficulties and search for easier ways out via the virtual world. 3. Adults do not give answers to their children’s questions and they search them online becoming more addicted on the virtual world 4. The research revealed the key reasons why the children aged 5-16 become addicted to the virtual world and helped to work out the recommendations for parents. 5. It is important to teach children how to overcome difficulties and make efforts to solve complex tasks. 6. Parents should help their children to express themselves and communicate in real life with peers, relatives, gain new experiences and impressions. Virtual world can be used for solving tasks, filling in blanks in one’s knowledge, forming one’s own point of view and making one’s own decisions.

Keywords: pros and cons, virtual world, Children’s addiction to the vital world, reasons and possible solutions, recommendations for parents

DOI: 10.61365/forum.2024.169

IDENTITY IN THE AGE OF DIGITAL CHALLENGES: MODELS AND PRACTICES

Irina Luchinkina

Doctoral Student, Southern Federal University, Russia.

e-mail: miss_luchinkina@mail.ru

Pavel Ermakov

Head of the Department of Psychophysiology and Clinical Psychology, Southern Federal University, Russia.

Abstract: The relevance is due to digitalization and digital transformation of modern society and its life, which entails the problem of studying the current individual psychological characteristics of a modern personality and its possible neoplasms, determined by the lack of conceptual models of personality behaviour in the digital environment and the need to create a programme of psychological support for a personality in the digital environment. The is to study the behaviour of a person in the digital environment, develop its conceptual model and a model of psychological support. Research methods and sample. The study involved 396 adolescents (12-14 years old) with low, medium and high levels of digital activity. The study was implemented in real space and in a digital environment. As part of the study of markers of personality behaviour in the digital environment, psychodiagnostic tests, author's research questionnaires, cognitive tests, and laboratory experiment methods were used. The main results include: 1. Methodological contradictions and ways of their solution were revealed, which allowed to form a conceptual model of personality behaviour in the digital environment and an empirical model of its research. The basic terms on the research problematic are presented. The author's research questionnaires aimed at studying the level of personality activity in the digital environment and indicators of cognitive distortions in the perception of the digital environment are developed and standardised. 2. cognitive, social-mediational, affective-motivational and psychophysiological markers of adolescents' behaviour in the digital environment were studied, which allowed us to define the typology of this behaviour and the stages of development of actions in the digital environment. 3. possible cognitive neoplasms arising in the digital environment were studied, which allowed us to clarify the concept of digital personality and its features. 4. The groups of teenagers in the digital environment demonstrating destructive patterns of behaviour were identified and the programme of psychological support for this group was tested. Conclusion. The digital environment can have an ambivalent influence on its user. Depending on the combination of digital behaviour markers and their expression, an adolescent personality can demonstrate different patterns in the digital environment: from con-

structive (productive) to destructive. These patterns influence personality in the digital environment and form a typology of personality behaviour in this environment. Destructive orientation of personality behaviour can show positive dynamics during the implementation of the psychological support programme.

Keywords: digital environment, behaviour in the digital environment, digital activity, cognitive neoplasms

DOI: 10.61365/forum.2024.170

BULLYING AND CYBERBULLYING: PREVENTION AND INTERVENTION

Inmaculada Méndez

PhD, Professor of the Department of Evolutionary and Educational Psychology,
University of Murcia, Vice Dean of Quality, Faculty of Education and Quality
Coordinator, ISEN University Center attached to the University of Murcia, Spain.
e-mail: inmamendez@um.es

Abstract: Data on cases of bullying and cyberbullying continue to be of international concern. Worldwide, 32% of schoolchildren had been victims of some kind of bullying by their peers on one or more occasions in the last month (UNESCO,2019). It usually manifests itself physically, verbally, materially, sexually, cyber, etc. at increasingly younger ages. These problems have detrimental effects on a multitude of human rights (education, health, etc.). Both bullying and cyberbullying have detrimental effects on the various roles of those directly involved. In the case of the victim, it especially affects mental health, causing symptoms such as anxiety, phobia, fears, school problems, depression, suicidal attempts, etc., which require specialized attention from the psychology professional within a multidisciplinary team. In spite of the existing programmes for prevention and intervention, it is still necessary to take measures so that the competent authorities apply protocols to minimize these cases. Also, in order to detect bullying and cyberbullying, it is necessary to have evaluation instruments that allow the detection of most of the manifestations of bullying and cyberbullying, and it is also necessary to have instruments adapted for students with disabilities. Similarly, it is necessary to have a greater variety of instruments that allow gathering information from teachers and families. Finally, it is essential to have updated tools to detect the cases of those involved and to carry out an adequate follow-up after the implementation of prevention or intervention measures, depending on the case.

Keywords: bullying, cyberbullying, digital risks, prevention, intervention

DOI: 10.61365/forum.2024.171

INTERNET ENVIRONMENT AS A SOURCE OF PSYCHOLOGICAL PROBLEMS AND A COPING RESOURCE FOR TEENAGERS

Anna Orlova

Associate Professor, Herzen State Pedagogical University of Russia, Russia.
e-mail: anyaorlova@list.ru

Liudmila Regush

Professor, Herzen State Pedagogical University of Russia, Russia.

Elena Alekseeva

Associate Professor, Herzen State Pedagogical University of Russia, Russia.

Abstract: The influence of the Internet environment on the development of a adolescents is one of the urgent problems of modern psychology. We assume that this influence is ambiguous, the Internet environment can become both the source provoking psychological problems and a resource for coping with them. The purpose of the study is to provide empirical data that would illustrate this ambiguity. The questionnaires “Psychological problems of adolescents in real and virtual environments” (L. A. Rugush, E. V. Alekseeva et.al) and J. Amirkhan’s “Coping Strategy Indicator”, modified to study online coping, were used to collect data. The study involved 566 adolescents aged 13-17 years (260 boys, 306 girls) The study results suggest that the Internet environment is not becoming a source of problematic experiences for all adolescents: 17.3% of respondents have a low indicator, only 15.7% have a high problem concern in connection with the Internet environment, and the majority (67%) experience them as average. For risk group of adolescents, the problematic experiences related to the Internet environment is a priority compared to all other problematic areas of life, which, according to our long-term research, are age-normative (public and personal safety, identity-related problems, school). In addition, teenagers in this group realize that the Internet is becoming an obstacle for them to be active in real life. At-risk adolescents, i.e. those with a high level of concern about the Internet environment, are focused on problem-solving and avoidance coping strategies. Teenagers who have a greater problem concern in the Internet environment compared to other areas of life are statistically more active in online coping. The closest relationship has been established between the general index of problematic concern and the use of an avoidance strategy, which allows us to consider the Internet environment primarily as a resource for distracting from problems and relieving emotional tension.

Keywords: psychological problems, Internet environment, resources, socialization, teenagers, coping strategies

DOI: 10.61365/forum.2024.172

COGNITIVE AND AFFECTIVE PREDICTORS OF ADOLESCENT CYBER COMMUNICATION ADDICTION

Irina Petrochenko

Department of General and Educational Psychology, National Research
Tomsk State University, Russia.

e-mail: Irina-Petrochenko22@yandex.ru

Abstract: Network communications are an integral part of adolescents' daily lives. The study of adolescents' communicative behaviour on the Internet will make it possible to develop more effective measures to prevent adolescents' destructive and aggressive behaviour caused by the negative influence of the net and to prevent cyber addiction, cyberbullying and other problems that adolescents may encounter in the virtual environment. Purpose of the research. The aim of the study is to explore the cognitive attitudes and affective mechanisms as predictors of adolescents' cyber communication addiction. Research methods and sampling. The survey sample involved 89 adolescents aged 14-16. The survey methods included the questionnaire "Diagnostics of cyber communication addiction" (A. V. Toncheva), questionnaire "Cognitive mechanisms of communicative behaviour in the Internet space" (I. S. Luchinkina), questionnaire "Typology of cyber aggression (S. S. Antipina), questionnaire "Orientation of the personality in the Internet space" (R. I. Zekerjaev). The applied methods of mathematical statistics mostly included Spearman's rank correlation coefficient. Basic results. The following results were obtained in the course of the research: First, the increasing level of cyber communication addiction leads to more frequent use of such cognitive mechanisms as "Devaluation of the positive", "Emotional justification", "Labelling" and "Oughtness". Secondly, the increasing level of cyber communication addiction leads to a more expressed level of cyber aggression characterized by impulsive, unmotivated responses and impulsive initiatives. Third, the higher the level of cyber communication addiction is the higher the propensity for cyberbullying, trolling and, in general, the manifestation of asocial behaviour on the Internet. Conclusion. The obtained results show that cognitive attitudes and affective mechanisms can serve as predictors of cyber communication addiction. In turn, a high level of cyber communication addiction can lead to aggressive and asocial behaviour online. The results obtained will allow for the individualization of Internet addiction prevention and correction programmes for teenagers.

Keywords: adolescents, cyber communication addiction, cognitive attitudes, affective mechanisms, cyberbullying, trolling

DOI: 10.61365/forum.2024.173

TRANSFORMATIONAL GAMES AS PREVENTION FOR TEENAGERS: HOW NOT TO BECOME A VICTIM OF THEIR OWN RISK

Maria Reshetilova

District Specialist, The Russian Public-State Movement of Children and Youth
«The Movement of The First», Russia.

Vlada Sytnik

The Russian Public-State Movement of Children and Youth «The Movement
of The First», Russia.

Abstract: The relevance of the study lies in the reluctance and skepticism of minors in receiving psychological help. Minors are more likely to have group sessions in a game format. Research objective is to propose new transformational games for the prevention of risky behavior of minors. The combination of psychological methods and pedagogical techniques is an important characteristic of psychotechnology. Highly specialized methods (pedagogy and psychology): questionnaires (surveys), the study of students' creative work was applied to a random sample. As a result, it was revealed that minors really feel free in the group, so the idea of psychotransformation game was successful. As the results of the questionnaire, it was revealed that the respondents believe that digital risks are closely related to the public ones. Without updating digital security, public risks cannot be considered. Based on the responses of the respondents, scenarios for group activities with games were compiled. The authors not only created variations of transformational games, but also conducted a couple of classes on the basis of an educational institution. Classes are held separately: on the prevention of digital security, and on the prevention of public risks. The result of the lessons was progress among minors in understanding digital and social risks. Understanding how to secure your own digital space to ensure the safety of public peace.

Keywords: psychotechnologies, transformational games, public and digital risks, risk prevention

DOI: 10.61365/forum.2024.174

QUALITATIVE ANALYSIS OF SCHOOLCHILDREN'S PERCEPTION OF DIGITAL RISKS

Manuel Segura Berges

Professor, Zaragoza University, Spain.
e-mail: m.segura@unizar.es

Carlos Hernando Callejo

Teacher, Maria's company, Spain.

Eduardo Ianga Manchón

Teacher, Maria's company, Spain.

Abstract: Given the growing concern in the socio-educational field about the use of the Internet and social networks and their impact on coexistence and development of socio-emotional health of schoolchildren, there is a need to create an intervention programme that provides an educational response involving students in the development of digital skills. Therefore, from schools it is necessary to give a current response to equip our students and prepare them for current digital challenges, according to the guidelines defined by UNESCO in its document Key Drivers of Curricula Change in the 21st Century. Objective. The study aims to analyze the perception of schoolchildren on risks and conflict situations in the digital environment, after theoretical and practical workshops on digital conflicts and possible ways of resolution. Research methods and sample: a qualitative study is proposed through semi-structured interviews and discussion groups for 20 students (11.50 ± 2.83) from a school in Aragon (Spain). The content analysis was carried out according to the dimensions of the study, associated with risks present on the Internet: Footprint and identity, netiquette, sexting and fishing, fake news, infoxication, addictions and grooming. Results. Participants point out that the affective-emotional level and the support of social referents have a great incidence in the solution of virtual conflicts. They also perceive that Fake news is the main risk of the Internet for young people. Conclusion. It is necessary to train schoolchildren from the tutorial action of schools so that they know and act on coexistence conflicts arising from the use of digital environments. In general, the perceptions of the participants are positive in terms of the type of workshops and their coherence with the content on the risks of the Internet.

Keywords: the Internet, risk, education, digital competence

DOI: 10.61365/forum.2024.175

PSYCHOLOGICAL SUPPORT IN THE DIGITAL EDUCATIONAL ENVIRONMENT OF THE MARITIME COLLEGE: PROBLEM ANALYSIS AND RISK ASSESSMENT

Margarita Sokolova

Assistant, Department of Psychology and Education, School of Arts and Humanities
FEFU, Far Eastern Federal University, Russia.
e-mail: sokolova_mm@dvfu.ru

Yulia Tokareva

Associate Professor, Department of Human Resources Management,
Ural Federal University, Russia.

Abstract: Multifunctionality makes social networks a convenient tool for various social interactions, including for educational purposes. In adolescence they become an important channel for mastering social practices, a tool of socialization. One of the main directions in the development of modern school and secondary vocational education is the digitalization of education, which involves ensuring the safety of the digital educational environment. The article is devoted to the issue of the influence of the digital environment on the development of the personality of adolescents and the importance of supporting this aspect from the psychological service of an educational institution. The article presents the results of an empirical study of identifying dependence on the digital environment (Internet addiction) and, as a consequence, a possible propensity to take risks in the process of cadets undergoing professional internships. Purpose of the study is to identify the degree of influence of the digital environment on the development of Internet addiction among cadets. Research methods and sampling. 120 students aged 15-17 years took part in the study: 78 boys and 42 girls. Block of methods used included Kimberly Young's test for Internet addiction, G. Eysenck's Personality Questionnaire, modification by T. V. Matolina (teenage version), Test "Determination of the general emotional orientation of a personality" (B. I. Dodonov), Test for diagnosing a tendency to deviant behaviour (SOP) A. N. Eagle, Schubert's "Willingness to Risk" technique. Main results. 32 cadets with improved results using the specified methods were identified. The main directions for further work on the prevention of addictive behaviour in cadets have been developed in the direction of reduction. Conclusion. Purposeful correctional work of a teacher-psychologist in college with teenage cadets who have signs of Internet addictive behaviour makes it possible to reduce the severity of signs of addiction and improve the behavioral manifestations of adolescents.

Keywords: psychological support, digital environment, addictive behaviour of adolescents, cadets, Maritime College

DOI: 10.61365/forum.2024.176

INTERRELATION OF COMMUNICATIVE AND ORGANISATIONAL APTITUDES OF ADOLESCENTS WITH INTERNET ADDICTION

Zarema Sovmiz

Associate Professor, Kuban State University of Physical Culture, Sports and Tourism,
Russia.

Abstract: The Internet, like any subculture, unites large groups of people, forms a sphere of interest, activates interpersonal relationships and affects the mental characteristics of a person. The negative impact of Internet culture on a person is expressed in isolation, reducing the need for real communication, moving away from reality into the world of one's own thoughts and experiences. In this context, adolescent children deserve special attention as a vulnerable group that succumbs to any trends of this subculture and seeks to protect themselves from the difficulties of real interaction. Adolescence is associated with a change in the social situation of development, the leading type of activity, and a reassessment of the importance of communication. Through communication, teenagers socialize, broaden their horizons, find friends and like-minded people, prove their belonging to a group, learn new facts, form a perception of the surrounding reality, immerse themselves in various subcultures. The purpose of the study is to identify the features of the relationship between the communicative and organizational inclinations of adolescents with Internet addiction. Research methods and sampling. Methods for diagnosing Internet addiction by K. Yang; diagnostic methods for assessing the communicative and organizational inclinations of KOS-1 V. V. Sinyavsky, V. A. Fedoroshin were applied. 60 adolescents 13-16 years old (31 girls, 29 boys) participated. According to the results of the percentage ratio, it was revealed that 43% (26 people) of the majority of adolescents have moderately pronounced Internet-dependent behaviour; 21% (13 people) are ordinary Internet users; 36% (21 people) of adolescents are prone to this dependence: virtual communication becomes more significant than real, the adolescent neglects health, hygiene, reduces physical and social activity. Communicative (3.4 points) and organizational skills are moderately formed. The level of Internet addiction in adolescents is positively correlated with the level of communicative inclinations and negatively correlated with the organizational ones. The more Internet addiction is expressed in adolescents, the higher their disorganization and desire for communication is, since it is much easier to find understanding and supportive interlocutors on the web. Conclusion. In adolescence, it is difficult for a child to build positive relationships with the social environment in real life due to psychological characteristics. The more Internet addiction is expressed in adolescents,

the worse their organizational skills and the better their communicative inclinations are.

Keywords: internet addiction, adolescence, communicative tendencies, organizational tendencies

DOI: 10.61365/forum.2024.177

DIGITAL LEGAL PERSONALITY OF THE CHILD: A MULTIDISCIPLINARY APPROACH

Anna Tarasova

Coordination Council under the Government of the Russian Federation for the Implementation of the Decade of Childhood, Expert of the working group “The child and their right to a family”, Russia.

Abstract: The impact of digitalisation on child-rearing models, health and education has received much attention at the international and national level. For the interpretation of the UN Convention on the Rights of the Child, 1989, adopted 35 years ago, the Committee on the Rights of the Child prepared General Comment No. 25 (2021) on children’s rights in relation to the digital environment. The author substantiates the relevance of developing an optional Protocol to the Convention on children’s digital rights. The aim of the study is to develop effective proposals in the light of the opportunities, risks and challenges related to the promotion, respect, protection and fulfilment of all children’s rights in the digital environment. The design of such measures should take into account the principle of sovereignty and the national priorities of States in the field of family policy and the protection of children’s rights. Research methods and sample. Current developments in the new generation of digital human rights are analysed; a comparative study of the regulation of children’s digital rights in national systems is conducted; a statistical sample of Internet use by age groups and countries is provided, taking into account data from international organisations (ITU); cross-sectoral approaches are used to study the impact of digitalisation on children’s rights to education, upbringing, identity, including family ties, information, play, health, protection from violence. The results of the study determine the interdisciplinary links between digitalisation and legal regulation in order to solve such problems as the transformation of the child’s upbringing model, the interaction of digital rights and neuro-technology, the search for a balance between the private freedom and public mechanisms to ensure digital security. Conclusion. It is necessary to highlight the digital rights of the child and the limits of their digital legal personality.

Keywords: digital rights of a child, transformation of the model of upbringing and education, right to play, digital environment

DOI: 10.61365/forum.2024.178

IDENTIFYING SELF-AGGRESSION MARKERS ON THE INTERNET

Sofya Tarasova

Senior Researcher, Federal Scientific Center for Psychological and Interdisciplinary
Research, Russia.

e-mail: syutarasov@yandex.ru

Abstract: The issue of self-realization of personality on the internet is quite pressing nowadays. We can observe an interplay between personality and the digital realm: individuals leave their mark on the web, while the information they encounter online influences them in return. The problem of self-aggressive behaviour among young people is also prominent in modern Russia. The purpose of this study is to identify markers of self-aggression in the online behaviour of adolescents. The first, preliminary phase of the research was completed. The study involved 78 participants (48 young females and 30 young males), mainly students. The battery of research methods included: MMPI test (Mini-Mult), the Buss-Perry Aggression Questionnaire (adapted by S.N. Yenikolopov, N.P. Tsybulski), the Beck Depression Inventory, and content analysis of the participants' social media profiles, conducted with their informed consent. The research was carried out online, with plans for offline verification of the online findings. Elena Kapelyukh, a student from the Clinical Psychology Department of the Dubna State University, assisted in conducting the research. We assumed that the markers of depressive and self-aggressive tendencies in young people's online behaviour would be the presence of words such as 'depression' and 'death' in headings and subheadings; involvement in destructive online communities; use of suicidal language like 'to die' or 'to kick off'; a preference for hard rock music; and a predilection for black and red colours (and their combinations) in drawings. This hypothesis is based on the results of pathopsychological diagnostics and clinical and psychological counseling. Preliminary conclusions drawn from the study are as follows: 1. One third of the participants showed pronounced and severe depression according to the Beck Depression Inventory. 2. Anger levels are correlated with the severity of depression among young people. The results are statistically significant. 3. Anger correlates with certain scales of the MMPI test, specifically hypochondria, depression, and hysteria. Hypochondrial tendencies are interrelated with a predominant usage of black colour in the participants' online content. The results are statistically significant. The dominance of black colour is linked to involvement in depressive internet communities at a trend level. Thus, the initial findings of the research support our hypothesis.

Keywords: aggression, self-aggression, anxiety, depression, Internet

DOI: 10.61365/forum.2024.179

FACTORS INFLUENCING BULLYING IN EARLY CHILDHOOD EDUCATION

Diego Vergara

Professor, Catholic University of Ávila, Spain.
e-mail: diego.vergara@ucavila.es

Abstract: The problem of bullying in the early childhood education stage presents unique characteristics due to the limited awareness that children have of the concept of bullying. At this early age (3-6 years old), children are in the process of developing their social and emotional skills, which can lead them to engage in inappropriate behaviour without fully understanding the implications of their actions. The lack of awareness about bullying at this educational stage -both on the part of children and teachers- means that children can engage in harmful behaviours towards their peers without understanding the harm they are causing and without teachers themselves knowing how to recognize cases of bullying. Thus, many teachers do not assume the real problem of bullying at this educational stage, so it is crucial to implement educational and intervention strategies that not only stop negative behaviours, but also teach children to recognize and value the emotions and rights of others, thus establishing a solid foundation for healthy interpersonal relationships in the future. This study shows a comparison between the opinions of early childhood teachers and child psychologists. To this end, the measurement instrument was a personalized survey for both professional groups. Thus, the results revealed different opinions between the two groups. On the one hand, teachers consider that the use of digital technologies and television are the most influential factors for the acquisition of bullying behaviours in the early childhood education stage, while psychologists consider that this behaviour is due to the influence of other children or their family environment. The results obtained also suggest that there is a lack of specific teacher training at this educational stage, this indicates that such a training should be promoted by the competent administrations.

Keywords: bullying, early childhood, psychologist, teacher

DOI: 10.61365/forum.2024.180

SPECIFICS OF RISK READINESS IN TEENAGE GAMERS

Anastasiya Volchenkova

Senior Lecturer, Demidov Yaroslavl State University, Russia.

Anatoliy Karpov

Senior Researcher, Demidov Yaroslavl State University, Russia.

Abstract: The sociocultural transformation of modern reality is the widespread use of the Internet and computer games for leisure, which has ambiguous and often negative effects on users. The goal is to study the specifics of risk-taking among adolescents in the context of computer games in the MMO and MOBA genres. Subjects were 493 schoolchildren (14-16 years old) with normative development (ND) and with disabilities (F83 according to ICD-10 - mixed specific disorders of psychological development). All subjects were divided into 4 groups: low-income teenagers who prefer MMO or MOBA games; teenagers with disabilities who prefer MMO or MOBA games. The results of ANOVA are presented, in which differences were established in the parameter “degree of risk readiness” ($F=21.289$, $p<0.01$). In groups of adolescents with ND, differences in the parameter “willingness to take risks” were also found ($F=13.147$, $p<0.01$). It should be noted that among adolescents with disabilities who prefer computer games of the MOBA genre, the degree of risk readiness is significantly higher than among adolescents with disabilities who also prefer computer games of the MOBA genre ($F = 33.544$, $p < 0.05$). This can be explained by the fact that in games of the MOBA genre, a teenager not only perceives the content, but also actively acts, controlling the game character. In addition, in these games, aggressive behaviour is reinforced with rewards, which helps to consolidate this method of action and significantly increases the degree of readiness for risky behaviour in a teenager with disabilities in reality. A high propensity to take risks is due to dysontogenetic factors in adolescents with disabilities: impaired understanding, analysis and critical evaluation of information, reduced self-control, etc. According to Vygotsky, risk behaviour manifests itself in close connection with social conditions and the culture of society. The parameter under study requires attention from psychologists.

Keywords: teenage-gamer, risk, MMO, MOBA

DOI: 10.61365/forum.2024.181

SOCIALIZATION OF TEENAGERS IN THE DIGITAL AGE

Anastasia Zagumennaya

Student, Demidov Yaroslavl State University, Russia.

Anastasiya Volchenkova

Senior Lecturer, Demidov Yaroslavl State University, Russia.

Abstract: Digital tools change the forms of interaction with the outside world, complement the lives of children, create a new developmental situation and become a full-fledged agent of socialization. In view of this, it is necessary to develop effective tools aimed at supporting the development of socialization in adolescents. The purpose of the research is to study psychological characteristics of socialization in adolescents in the digital era, as well as to develop and test a psychological and pedagogical programme for adolescents. 93 schoolchildren (12-16 years old) took part in the study. The results of a one-way analysis of variance are presented, in which it was established that the studied features of the socialization of adolescents have statistically significant differences in the studied groups: control (CG) and experimental (EG). Numerous personality dimensions have been examined in the study of adolescent socialization in the digital age. It was found that when working with children, the following parameters can be observed: “tolerance” ($F = 85.227, p < 0.01$), “motivation to achieve success” ($F = 77.406, p < 0.01$), and “situational anxiety” ($F = 21.17, p < 0.01$), “emotional intelligence” ($F = 1.833, p < 0.179$). In general, this means that despite all the complexity of socialization, socialization is possible. However, this requires special conditions that meet the principles of humanistic psychology: recognition of the self-worth of the individual and orientation towards feeling and accepting a position of equality and personal growth in relationships in a team, as well as taking into account the age characteristics and social situation of adolescent development. Thus, the result of the psychological and pedagogical programme was the creation of optimal psychological and pedagogical conditions for the development of students’ personality, the achievement of adaptation to the educational environment, and the harmonization of interpersonal relationships.

Keywords: teenager, cybersocialization, psychological and pedagogical programme, digitalization

DOI: 10.61365/forum.2024.182

Scientific edition

CHILD IN A DIGITAL WORLD
THE INTERNATIONAL PSYCHOLOGICAL FORUM

Online, 1–2 June 2024

Book of Abstracts

Electronic book for network distribution

Published in the authors' edition

Layout Y. N. Simonenko

Layout approval 14.11.2024. Format 60×90/16.

Conventional printed sheets 14.19. Ed. № 12923

Moscow University Press

Russia, Moscow, Akademika Khokhlova street, 11

Tel.: +7 495 939 32 91

E-mail: secretary@msupress.com