



Lomonosov
Moscow State
University



Faculty
of Psychology



Psychological Institute
of Russian Academy
of Education



CHILD IN A DIGITAL WORLD

International
Psychological
Forum

1-2 JUNE
2023

Book of Abstracts

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CURRENT TRENDS IN THE DIGITALIZATION OF THE EDUCATIONAL PROCESS

AWAKENING INTEREST IN SCIENCE THROUGH THE “GAME OF LIFE”

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Abstract: Due to increased requirements for the quality of education and orientation to the personality of students, modernization of the educational system required that scientists and teachers developed new learning technologies. Due to the development of digitalization, computer programs (Excel and others) are becoming increasingly popular and accessible, including among children. The game “Life” will be an example of how the game can contribute to the development of intelligence and interest in science and education. The purpose of the study is to consider the game as a factor contributing to the development of a child’s interest in science. The following methods were used in the course of the study: system-information analysis, comparison of statistical data, analysis and specification of the collected information. The main results of the study are (1) an increase in interest in mathematics and natural sciences, (2) an improvement in concentration on the object under study, (3) the development of perseverance and attention. After conducting the study, the following conclusions can be drawn. Firstly, digitalization contributes to the socialization of the child in the digital world, helps to understand the features of computer programs and programming.

Secondly, the use of digital forms in teaching instills an interest in science in the child. Thirdly, the introduction of various digital forms can provide a child with useful leisure. Fourth, digital methods expand the child's competence in the field of information technology. Thus, digital games contribute to the development of a mathematical mindset and spatial thinking, as well as increase the speed of decision-making.

Keywords: game of Life, Excel, science, children, digitalization, awakening, computers

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DIDACTIC STRATEGIES IN TEACHING MATHEMATICS

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Abstract: We propose to approach the teaching of mathematics using semiotic alternations. Semiotics studies signs and meanings, as does language. Semiotic alternation would therefore be the exchange of one sign for another to represent the same referent or meaning. In this way, mathematics is a formal language that teaches another language, the natural one. Thus, when we use that natural or everyday language instead of a formal language, we are using a semiotic alternation.

To carry it out with preschoolers and any level of student, we suggest first giving them a context, so that they know the signs and meanings of what we want to teach them and not leave it to their interpretation, because they do not understand or know the same thing about what we are teaching them. This way they know what we are talking about, and they understand the meaning of what they are being taught (at least that is what we are looking for). As a result, they will be able to use meanings appropriately.

When setting a context, we use different semiotic alternations, including the game, because we know that it is a leading activity in preschool age (Vygotski, 2009), but we can raise it for any school level of learning. This allows the student to relate what they know to the new material and helps to strengthen individual and social learning. Drawing can also be used because children can better express the content of what they saw and heard from an activity (Baltazar and Escotto, 2022). Finally, the talk is used at an older age, with oral expression as a better resource to express what has been experienced.

Keywords: formal language, preschoolers, activity, mathematics

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DIGITAL INFRASTRUCTURE FOR TEACHER TRAINING IN RESEARCH MASTERS

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Abstract: One of the trends in the development of teacher education is related to the training of teachers-researchers who are ready for a wide range of activities focused on comprehensive research and analysis of educational situations, as well as on the development of original concepts and developmental programs. In this regard, a set of problems arises related to the need to form a resource infrastructure for the educational and research activities of undergraduates, integrated into a more general context of research activities. The aim of our study is to develop a model of the digital infrastructure of the research master's program for the training of research teachers. Research methods involve a systematic review and comparative studies of the experience of implementing research programs in the pedagogical master's program; description of network resources used by educators-researchers, modeling of digital competencies of educators-researchers; design of modules for the training of research personnel in the pedagogical master's program. Main results include (1) analytical note on the experience of implementing research master's programs in UGNS 44.00.00; (2) business models of the processes of research competencies development; (3) the range of recommended digital resources and services for the research activities of teachers; (4) methodology for assessing the quality of research and innovation activities of teachers. Prospects for the development of digital infrastructure for training are determined by the transformation of the system of teacher education in connection with the goals and priorities of the "Program of fundamental scientific research in the Russian Federation for the period up to 2030" and "The concept of training teachers for the education system for the period up to 2030", as well as other documents on strategic planning in the field of human development in education system.

Keywords: digital transformation, digital infrastructure, research master's degree, teacher education

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PERCEPTION OF DIGITAL EDUCATION BY HIGH SCHOOL STUDENTS IN HAVANA

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Abstract: The school, as an institution in charge of the comprehensive education of students and their preparation for civic life, plays a fundamental role in the process of digital education. It is essential to identify resistance and potential in students as active subjects of this process in order to refine it. The general objective of this study is to characterize the perception of digital education of high school students in Havana, based on identifying the notion of digital education of the subjects, the attribution of meanings that they give to it and the description of the link with it. It is a non-experimental cross-sectional study, with a descriptive and correlational scope, carried out during the months of February and March 2022. The sample was made up of 885 students (ages from 12 to 17 years), from five types of education. A self-administered questionnaire on the perception of digital education aimed at students was used. The analysis of the information used descriptive statistics and non-parametric tests. As fundamental results, a notion of digital education focused on the instrumental aspect is appreciated. It is perceived by the students as currently used at a medium level, fundamentally through groups in social networks or messaging and learning applications with mobile devices. Although most of the components of digital education are located at medium-low levels, the benefits prevail over the disadvantages. Satisfaction levels are medium. The desire to use digital education is high and the main suggestion is to improve and facilitate access to digital technologies. In all indicators there is a statistically significant relationship with the type of education. It is concluded that it is necessary to include training for digital citizenship in the student's teaching curriculum.

Keywords: digital education, educational technology, digital literacy, high school students

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DIGITAL TECHNOLOGIES FOR MAINTAINING MENTAL HEALTH IN PEOPLE OF HELPING PROFESSIONS

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Abstract: The pandemic and uncertainty have exacerbated many hidden health problems, and the prolonged stress has had a negative impact on the physical and mental health of people. The relevance of the study is due to the current situation of life uncertainty, when it is necessary to cope with psycho-emotional stress, which is especially important for people of helping professions. The consequences of these situations for psychological and somatic health are varied, they cause delayed “damage” to the realization of professional activities. Experiences are associated with many daily stress factors that negatively affect the psychoemotional and psychophysical state of the individual, which is accompanied by a negative change in the emotional background, leads to increased conflict, and reduces satisfaction with professional activities. Purpose of the study is to investigate the use of digital technologies in psychological diagnostics and psychocorrection (bot-psychologist and VR relaxation) to preserve and improve mental health in medical workers. Research methods and sampling involved anonymous bot-psychologist “Doctor Calm” (Zung’s test for detecting depression; test for self-assessment of anxiety (personal and situational) by C.D. Spielberger and Y.L. Khanin, L. Reeder’s test for determining the level of stress, test by K. Maslach and S. Jackson (adapted by Vodopyanova). The total sample covers 1242 people, of which 35 people (30 women and 5 men) made up the representative sample of the study. Results show preserving mental health, increasing stress resistance, reducing anxiety and depression of medical workers. Within the framework of cooperation with the project “Psychologists to Physicians”, several webinars were held as educational activities. The results of the study were discussed by psychologists and psychiatrists with the participation of medical professionals and users of the bot-psychologist. To conclude it is necessary to acquire self-regulation and relaxation skills to preserve the mental health of people in helping professions.

Keywords: situation of uncertainty, prolonged stress, diagnostics, digital technologies, virtual reality, health

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DIGITALIZATION FOR CHILDREN AND ADOLESCENTS BY YOUNG UNIVERSITY STUDENTS IN BRAZIL AND MEXICO

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Abstract: This comparative research among two Brazilian universities (one public and the other private) and a Mexican one (public and almost free) found that young students, around a half of them, besides their own digitalization, contributed to children's and adolescents' digitalization when schools closed in the pandemic. We applied questionnaires to a convenience sample in each university. Single women who studied at their home in reasonable conditions became tutors despite their difficulties to access equipment and nets (around a half). Most of them reported solitude, depression, and anguish. In Bahia, Brazil, particularly, they established a cooperative network for tutoring and caring daughters, sons, siblings, nieces, nephews, neighbors and others. Furthermore, a minority of education students in internship, took care of classes suddenly converted into virtual format. Modal age groups were 6-10 and 11-14 years, corresponding in general to primary and lower secondary schooling. Participation of 15 -year-olds or over was decreased. Therefore, remote education irrupted not only at the higher education level, with the inherent obstacles of the digital gap. The same transition involved minor population by means of their tutors' advantages and difficulties. We did not study children's and teens' perceptions. In fact, pandemic involved digitalization of three generations, though having psychological distress as background.

Keywords: remote education, higher education, basic education, digital gap, pandemic

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FORMS OF CONTROL WHEN USING DISTANCE LANGUAGE LEARNING RESOURCE

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Abstract: In our life, the format of distance learning is widely spread. This phenomenon has not bypassed the field of foreign languages. This study examines the features of the organization of the educational process in the distance form of teaching a foreign language. In addition, the stages of distance learning, a number of teaching aids when working with individual skills when learning a foreign language, and some difficulties in organizing distance learning are identified and defined. The purpose of the study is to study the forms of control when using the resources of distance learning in English. Research methods: study of literature and other sources, observation, conversation, experiment, methods of quantitative and qualitative data processing. The results of the work done are prepared assignments for remote use in pedagogical activities. The assignments are presented in various versions: for working in any format when conducting online classes. A memo (Educational and methodological recommendations designed to control the use of distance learning resources in English) has been developed for teachers who conduct classes remotely. The results of the study can be useful not only for teachers who can use the developed educational and methodological recommendations, but also for students whose teachers can apply these recommendations when conducting foreign language classes online or offline.

Keywords: educational process, forms of control, form of education, distance learning, foreign language

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ASSERTIVENESS IN MENTORING: SCIENTIFIC FOUNDATIONS OF DEVELOPMENT

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Abstract: Assertiveness in mentoring is a little-studied concept. In order to determine the value of assertiveness in mentoring, it is necessary to study the main components. Assertiveness is confident behavior, coupled with the ability to defend one's point of view; protecting yourself and respecting those around you. Over the past few decades, many scientists have been engaged in the development of assertiveness abroad, but in the structure of local education, an assertive personality has been talked about quite recently. The goal is to form the concept of the assertive personality of a leader in mentoring in a preschool educational organization. Based on the goal, we have identified the main task of the study, which will be to study the assertiveness of the leader in the process of mentoring in a preschool educational organization. The research method was a critical analysis of foreign literature on the study of assertiveness from the end of the 19th century to the present day. We also used the method of critical thinking, the method of expert opinion and interviews. The Volga region (Chuvash, Mari regions) and the Cis-Ural region (Republic of Bashkortostan) were studied. Research results. Ideas about the assertiveness of a person were either absent or distorted, often mentoring was generalized. Our task was to give a structural definition of the assertive personality of the leader and mentee-teachers in the process of mentoring. Conclusions. The leaders of preschool educational organizations note that it is difficult to "be an assertive person", however, when applying the right approaches, the level of results achieved by the educational organization increases; delegation "without fear" also occurs. Assertiveness in mentoring adapts the process to the globalization of the educational space.

Keywords: mentoring, mentor, assertiveness in mentoring, intelligence quotients, emotional intelligence, mentee-teacher

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DEVELOPMENT OF CONTENT FOR DIGITAL RESOURCES AS A FACTOR IN THE EFFECTIVENESS OF TEACHER TRAINING

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Abstract: Modern changes in Russian education open up new perspectives in the teaching profession. Modernization of the content, new requirements for the training of teaching staff increase the role and status of vocational education. This article is devoted to the issues of teacher training, namely, the role of digital resources in the educational process of higher education is shown. The article highlights the main trends in improving the professional training of a future teacher, examines the content of creating digital resources that form professional competencies in students. The purpose of the study is to identify the effectiveness of the use of digital resources in the process of teacher training. The study was conducted on the basis of experimental kindergartens in the cities of Yelabuga, Nizhnekamsk, Naberezhnye Chelny, Mamadysh of the Republic of Tatarstan, as well as with students of primary classes of the University School. The development and creation of a set of educational online games includes 5 quizzes: Block quiz 1. “Professions of the past” (pinspotter, ice cutter, radar man, rat catcher, lamplighter, raftsmen, telephone operator, reader, carpenter, chimney sweep, etc.). Block quiz 2. “Professions of the present” (educator, veterinarian, teacher, policeman, manager, entrepreneur, chef, doctor, cosmonaut, postman, seamstress, builder, welder, librarian, military, EMERCOM officer, traffic police inspector, athlete, bank employee, etc.). Block quiz 3. “Professions of the future” (city farmer, cyber police officer, online doctor, game developer, game designer, programmer). Block quiz 4. “Professions of parents”. Block quiz 5. “The world of professions: Who? Where? How?” (games for group competitions). A control stage of the experiment is planned to be held in May. The results obtained at the beginning of the academic year showed the importance and great interest in this topic, both among students and children, even parents. Based on the results of the study, it is planned to prepare a digital educational resource and organize a mobile lecture hall. We introduce the results of our research, with the content of developing author’s online games.

Keywords: teacher training, digital resources, educational process of higher education, professional competencies

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“UNITED IN PROBLEM SOLVING”. GAMIFICATION EXPERIENCES IN THE RENÉ FRAGA SCHOOL

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Abstract: The education of our days faces an important challenge in the enrichment of the teaching educational process: how to transmit the contents in a fun way that generates interest and motivates the students. This method called “gamification” is another way of educating. It works with the potential of students and makes learning an active process where the subject is the protagonist. The present study is aimed at exploring the effect of the gamification method in the implementation of an educational program to develop the ability to pose and solve problems in 6th grade children of the René Fraga Primary School. It is a qualitative study, of an exploratory nature, since investigations that inquire into the subject from this perspective is unknown. We have as results that in spite of not having achieved a total assimilation of the skill, the gamification method motivated the students to work as a team and contributed to obtain better results. Application of this method resulted in a progressive increase in the quality of responses and in the development of some of the skill indicators. It also generated a positive impact on the implementation of the educational program.

Keywords: gamification, teamwork, to pose and solve problems

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CULTURAL CONSUMPTION AND ACCESSIBILITY OF AUDIOVISUAL CONTENT: ICAIC'S ANIMATED EXPERIENCE

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Abstract: Studies on audiovisual consumption of people with hearing disabilities are scarce. Their relevance is based on the need to provide cultural spaces and products that are understandable, usable and practicable by all people. Due to Animados ICAIC's interest in strengthening the accessibility of its productions, the first investigation was carried out that addressed the consumption of audiovisuals in schoolchildren with hearing disabilities. Its objective was to characterize and explore the consumption in a group of schoolchildren from the "René Vilches" special school in January 2022. A qualitative approach was used, with a phenomenological design. A non-probabilistic sample of typical cases was chosen. The results reflected the poor accessibility of audiovisuals for these schoolchildren and the need for greater inclusion of the beneficiary media for the understanding of these materials in people with this type of disability, as well as the creation of audiovisual material for them. As a second step to promote the accessibility of animated films, the Animaseñas project was started, which prioritizes two services: inclusion of sign language and subtitles in our animated films or any audiovisual work made by Animados ICAIC. Likewise, based on the need to have and exhibit products accessible to people with hearing disabilities, the Peña de Federico was born, a unique project in Cuban cinema. Results of a survey carried out among the attending public are presented in this work.

Keywords: cultural consumption, cartoons, audiovisual accessibility

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DIGITALIZATION AT THE SERVICE OF PSYCHODIAGNOSTICS: MODERN OPPORTUNITIES IN INTELLIGENCE TESTING

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Abstract: The assessment of intellectual development in children and adolescents is an essential component of psychodiagnostics, facilitating an understanding of the nature of learning difficulties. Intelligence tests have a history that spans more than a century, and even contemporary versions of widely used intelligence tests (such as the Wechsler or Stanford-Binet tests) are limited by the influence of their traditional paper-based formats. Nevertheless, the advent of computational capabilities and the digitalization of tests have led psychometrics to experience substantial development, opening new possibilities for assessment. The complete application of modern psychometrics holds the promise of revolutionizing the measurement of intelligence. Present-day psychometrics is deeply entwined with computational behavioral sciences, going beyond outdated principles in the development of psychological tests. Methodological approaches that notably enhance the accuracy, reliability, and equity of measurement instruments currently exist. Furthermore, the accumulation of supplementary validity evidence, simplification of result interpretation, and practical implementation far exceed conventional psychodiagnostic approaches. This presentation will show the potentialities presented by modern psychometrics, including the utilization of innovative task formats such as technology-enhanced items, the integration of universal design principles in test development, the adoption of computerized adaptive testing (CAT) and multistage testing (MST) methodologies, the application of multidimensional IRT models to establish both construct and criterion validity, the shift from discrete norms to continuous scaling,

and the incorporation of longitudinal measurements. The combination of these features within a computerized intelligence testing framework will enhance respondents' motivation and simplify the test administration process. It will facilitate frequent assessments of a child's progress by presenting varying test versions on each occasion, thereby significantly reducing errors in administration and scoring, while also safeguarding against misuse by non-professionals.

Keywords: intelligence, psychometrics, computerized adaptive testing, IRT models

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ACTIVITY APPROACH TO THE DESIGN OF DIGITAL EDUCATIONAL ENVIRONMENTS

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Abstract: The problem of digitalization is one of the most relevant, but at the same time debatable areas of modern educational system. The introduction of modern digital technologies into the learning process greatly enhances our ability to create adapted, accessible, individualized, and evolving learning environments, but it also includes many risks. In 1996 V.V. Rubtsov noted that the introduction of new educational technologies requires conducting fundamental and applied psychological and pedagogical research, which precedes introduction into the mass school. Otherwise, the learning process can be turned into a simple «programming» of students' actions and operations, destroy the whole system of «teacher-class» or «student-student», divide it into separate elements such as «student-computer». Many researchers note that until now the introduction of digital technologies only as a new «external shell» for old purposes, methods, and programs of training, which continue to have the character of «broadcasting» of information and «exercising» skills remain the widespread problem. At present, there are two main positions on the problem of digitization. The first is described in the digital-algorithmic approach, where the execution of a predefined program with predefined rules is aligned with the correct task solution. This position is no different from the system of programmed learning. The second position is described in the digital-cognitive approach, where a digital program or technology serves as a means of enhancing teacher and students' ability to communicate with each other, modeling, and presentation of thinking acts and joint actions. The most striking examples of this approach in practice can be presented by methods: «Swimming of Solid» and «Lever», (E.V. Vysotskaya, V.V. Rubtsov, I.M. Ulanovskaya), «Pilot-Locator» (A.G. Kritsky), PL-modified (L.S. Kuravsky, A.A. Margolis, etc.), «Scale» (E.I. Isaev, A.V. Konokotin, V.V. Rubtsov). The key to understanding digitalization in education is to view new technologies not as an end in themselves, but as a means of empowering teachers to organize a system of learning activities that are shared among participants.

Keywords: education, digital, educational technologies, teachers

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PSYCHODIAGNOSTICS PLATFORM FOR ADOLESCENTS “TESTU.ONLINE”

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Abstract: Recently, there has been an increase in the level of stress, depression and aggression among the population, especially among students of general education institutions. To date, there are no solutions that track the psycho-emotional state of students, allowing them to build predictive models of behavior of schoolchildren, as well as solutions for high-quality, with the possibility of maintaining anonymity, psychological support. Psychologists in these institutions spend at least 50% of their time distributing and checking tests and methodological materials. The created solution is a platform that allows to optimize the psychologist’s time and increase the effectiveness of psychological care in educational institutions. The main problems: 42% of schoolchildren are in a state of depression (FSAI “NMRC of Children’s Health” Ministry of Health of Russia (2020)); 31% of schoolchildren experience a high level of stress (RNMC (2019)); 40% of schoolchildren show aggression (RNMC (2019)); The solution is a platform that provides the following functionality. Psychologists receive Video consultations and chat; Validated tests; Test Constructor; Tips for schoolchildren; Analysis of test results. For the school management the solutions provide Analytical reports by filters: region, school, class, gender, age; Real-time statistics of results; Identification of abnormal patterns of behavior and conflicts in real time. For schoolchildren they include The “need help” button; Anonymous consultations; Advice from a psychologist; Modern interface. Technology is a web-based solution with a nested CRM system, as well as machine learning methods for creating predictive behavior models. The main value of this solution is to reduce the time of the psychologist for the distribution and verification of tests, which will allow more time to devote to consultations. Students will also have the opportunity to request the help of a specialist, including anonymously. Such approaches can reduce the level of aggression and stress among students of general education institutions.

Keywords: psychodiagnostics, deviant behavior, teenagers

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VIDEO MODELING TECHNOLOGY IN EVALUATING EDUCATIONAL RESULTS OF PRESCHOOL CHILDREN IN THE INTERACTION BETWEEN PRESCHOOL INSTITUTIONS AND PARENTS

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Abstract: The relevance of using video modeling technology is due to the nature of changes in everyday information space, availability of technical means for video, high diagnostic and educational potential provided by the integrative nature of the product in relation to the user (uniqueness and complex nature of the impact). Video-modeling technology in preschool education institution is a wide range of video materials for educational purposes. The use of the technology is determined by the nature of interaction between the main subjects of the educational process of preschool education. Purpose of the study: substantiation of using video modeling to demonstrate and evaluate the educational results of senior preschool children. A questionnaire survey of parents (n=150) showed that virtually all parents use everyday video in their interaction with children. Parents are interested in the innovative technologies being implemented in the educational process. They are also interested in assessing the educational results of their children in all areas of development. In order to apply a video-modeling technology to assess the educational results of preschool children in different areas of development, the following materials were developed: a system of standardized story assignments to be performed at home together with parents, a bank of video materials in developmental areas, a block of assessment scales in developmental areas of preschool children. Eighty-six educators and parents of preschool age children participated in the evaluation of the prepared informational and methodical materials. The testing of video modeling technology revealed the high potential of the elaborated information and methodological materials for use in the educational process of preschool institutions and family education to assess the educational results of preschool children.

Keywords: video modeling technology, preschool age, educational outcomes, parents, educators; assessment

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MATHEMATICS CLUB AS A LEARNING SPACE FOR STUDENTS

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Abstract: The Mathematics Club is an educational project developed by students of the undergraduate course in Mathematics at Federal University of Goiás (UFG in Portuguese) located in Brazil, postgraduate students (master's and doctorate in science and mathematics) at UFG, Elementary School teachers who teach Mathematics and involves students of elementary education in public schools located in Goiânia, Goiás, Brazil. The purpose of the Mathematics Club is to allow the subjects involved in the tasks to understand the process of teaching and learning mathematical knowledge through gamelike teaching activities. The main question is why a Mathematics Club is organized. Since the Mathematics Club was created by American and Portuguese mathematicians in the beginning of the 19th century, with the main objective of disseminating and popularizing mathematical knowledge among students, until the current versions, the main reason has always been the transformation of teaching and learning of Mathematics. In this direction, this presentation offers the possibility to understand how the Mathematics Club can become a real learning space for students and teachers who work with mathematical knowledge.

Keywords: mathematics club; teaching activities; children development; mathematics education

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SOME IDEAS FOR DIGITAL SUPPORT OF STUDENTS' ACTIONS IN PRESCHOOL AND FIRST-GRADE COUNTING

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Abstract: The use of digital support for preschool and first-grade education is an urgent and disputable question. It is thus even more important to analyse the content of actions, which we expect students to acquire. In this case it is possible to assign the appropriate functions to the software. In our study we used Davydov's analysis of the action of counting as a prerequisite for the wholesome Maths curriculum design. Our research aim is to study the psychological conditions for preschool and first grade students to acquire and appropriately perform a possible procedure of counting, required for the number-concept formation. We exploit the context of adding or removing some tokens to the "hidden" amount, signed with the corresponding number - so that the students cannot count each object directly. We have devised the general comprehensive view of the necessary support for mediated "counting up" and "counting down" and the series of tasks, varied according to modifications suggested in Galperin's theory of planned step-by-step formation. We have conducted two cycles of experimental teaching (over 20 hours each, 10 participants in total, 6 years of age). The data collected (video-taped classroom discussions, students' drawings, pre- and post-tests) showed significant progress and allowed us to consider our hypothesis on the content of students' actions as a feasible perspective for future research. Moreover, the analysis of the action content, which will presumably provide children with a solid basis for number-concept development, defines particular requirements for the digital support design. The computer is to provide the place to work with suitable tokens and special modelling means, as well as the "unbiased" feedback on whether the calculated answers suffice, and the opportunity for teachers to vary task conditions as planned.

Keywords: preschool and primary Maths, counting, digital support of actions, developmental instruction approach

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IDENTIFYING HOME DIGITAL LITERACY PRACTICE IN CHINESE YOUNG CHILDREN

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Abstract: The development of children's digital literacy is essential in the 21st century. In a digital age, children have an access to various forms of digital tools in early years. Hence, investigating digital literacy of children at home environment has gained an increased attention among parents, early childhood educators, and educational researchers. This paper adopted a mixed research design to examine parents' belief, practice, and communication with children through various digital tools in a home environment. 300 Chinese parents with children from 3-6 years completed a survey on their belief, practice, and communication with their children at home. Parent interview with 12 families further identified the popular technologies used at home, the children's digital literacy practice, and parents' concerns about children's use of digital technologies. The study shows that parents and children have been actively engaged in using various forms of digital technologies to play, learn and complete tasks. Furthermore, parents hold positive attitudes towards using digital technologies in a home environment. One of the important practical implications is to call for more tailored child and family programs to support parents in guiding their children to choose, use, and communicate through digital technologies in a more effective way.

Keywords: digital literacy, digital children, home environment

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INTERACTIVE DIGITAL EQUIPMENT IN THE PROGRAM OF COMMUNICATION SKILLS DEVELOPMENT FOR PRESCHOOLERS

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Abstract: The social situation of the development of modern children is significantly transformed due to large-scale digitalization. (Soldatova, Rasskazova, Nestik). In this context, it becomes relevant to develop programs that are based on modern technologies and contribute to environmental development. The goal is to study the development of preschooler's communication skills in using interactive digital equipment. Research methods and sampling. The program was developed for the "Interactive Sandbox" (LLC PlayStand). The study involved 104 preschoolers aged 6-7. Research methods included structured observation, according to the criteria by A.M. Shchetinina, M.A. Nikiforova; drawing test by E. Wartegg. Both techniques were carried out before and after the implementation of the program. Main results showed that after the course, for all 14 observed indicators, the scores increased by 0.8-1.1 points as compared to the first measurement. According to experts, the uneven development of the components of communication skills became apparent: (1) the motivation to communicate is higher than the communication skills themselves; (2) the cognitive sphere, which provides the opportunity to build a game, describe and explain the plot, is also better developed than communication skills. According to the Wartegg test, the greatest positive dynamics was observed for four stimuli of the method: No. 1 - projection of the self-concept, self-confidence (45% of children); No. 5 - projection of the level of volitional regulation, achievement motivation (37%); No. 6 - projection of the desire for integration (42%); No. 8 - projection of a sense of inner security (40%). The proposed program shows significant effectiveness, according to experts. However, the programs influenced intrapersonal characteristics that can become the basis for further development of the communication process - self-centering, a sense of security, motivation, the desire for integration rather than the quality and intensity of communication, partner orientation, and empathy.

Keywords: communication skills, preschoolers, interactive equipment, developmental program

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VIRTUAL WORLD TECHNOLOGIES IN MANAGING CHILDREN WITH LEARNING DISABILITY

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Abstract: In technological era, virtual reality or augmented reality still remains less popular within the field of learning disabilities. Research shows that children with learning disabilities face various challenges in their day-to-day lives dealing with these disorders, demanding massive solutions. This paper addresses the pros and cons of virtual reality in learning disabilities across different age groups by combining theories of virtual worlds and learning disorders. Exciting research in virtual reality focuses on finding out how psychotherapies have benefits in learning and education. Upon review, it becomes evident that research in the virtual world along with learning disabilities has not yet been examined from a cohesive perspective, illustrating a lack of alliance that determines a more global understanding of the technological advantages of disabilities. Thus, this paper aims to provide educators with an overview of explanations of the virtual world and to ensure appropriate development of VR/AR applications and special assistance for learning disabilities.

Keywords: gamification, learning disabilities, autistic spectrum disorder, attention deficit hyperactive disorder, visual motor deficiency, virtual reality, augmented reality, immersive experience, multimedia interfaces

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TEACHER OF THE FUTURE SCHOOL AND DIGITAL TECHNOLOGIES: CONSOLIDATION OF OPPORTUNITIES

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Abstract: Currently, there is no agreed understanding of the prospects for the development of education and the place and role of the teacher in the future. Scientific and educational communities, as well as the public, are divided in opinion on what will be the basis for the school of the future: digital technologies, competencies, achievements of sciences, personal orientation. With different grounds for the prospects of education development, they can mutually complement each other and be combined within the framework of a systematic personality development approach. The purpose is to study the personal and professional (including digital technologies) resources for personal and professional development of a teacher, providing a set of conditions for the development, upbringing, and training of students at the future school. The study was conducted with a specially developed program, including 12 methods, on a sample of teachers (n=100) of Moscow schools. Statistical methods included discriminant, regression, factor analysis. The results of multiple regression analysis (MRA) showed that the main factors determining the high level of personal and professional development in teachers are personal resources: reflexive design, constructive coping, emotional involvement. The technological components are identified as additional. In the new era of continuing education, the emphasis must inevitably shift from the technological component to the personal one, including the values. The teacher's value system will include traditional cultural and educational values (personality, interaction, creativity) as well as individual values, personal and professional characteristics. At the same time, technological processes, including digitalization, will expand and complement the teacher's resource capabilities for the development of students at the school of the future.

Keywords: personal and professional development, teacher of the future, reflexive design, constructive coping, emotional and value involvement, digital technologies, students of the school of the future

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METHODS AND FORMS OF TRAINING IN CONTINUING EDUCATION

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Abstract: This work analyzes methods and forms of training in continuing education. Method acts as an orderly way to achieve educational goals. The methods of teaching activity of the teacher and the methods of educational activity of students are closely related to each other and are in interaction.

Keywords: continuing education, method, forms of education, pedagogy

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USING A SMART SPEAKER IN THE EDUCATIONAL PROCESS OF PRESCHOOLERS

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Abstract: Introduction of modern technologies, namely smart speakers, in preschool education is gaining relevance. The purpose of the study is to develop methodological material for teachers and parents on the use of “speakers” in all educational fields. Research methods include questionnaire, comparison, analysis, and observation. Sample includes parents (n=604) and teachers (n=268). When analyzing the parents’ questionnaire, it turned out that more than half of the respondents use speakers at home, but not all of them know what range of games the system offers. At the same time, 93.3% of parents support the use of modern technologies within the preschool educational organization. 57% of respondents consider the introduction of a smart speaker in kindergarten possible. When analyzing the questionnaire of teachers, it turned out that 77% of respondents would like to use a smart column in classroom but only 62% know how to use it. The use of smart speakers in preschool organizations will undoubtedly affect the quality of education and development of the child.

Keywords: preschool education, preschooler, smart speaker, modern technologies, educational process, teacher, parents, digitalization

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TRANSFORMING EARLY EDUCATION: THE EVOLUTION OF ONLINE LEARNING FOR PRE-SCHOOLERS

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Abstract: During the pandemic, online education proved beneficial for pre-schoolers as they are engaged with resources like YouTube videos, Zoom lessons, and interactive apps. Despite initial doubts, young learners thrived in the virtual classroom, interacting with peers and participating in hands-on activities. Online learning ensured educational continuity and laid a strong foundation for their future education. To ensure successful online learning, parents created dedicated learning spaces at home, and teachers adapted their strategies accordingly. The implementation of a four-step lesson model and small group division facilitated interaction and engagement. Students followed structured schedules and participated in a variety of activities throughout the day. Online lessons incorporated PowerPoint slides, videos, and interactive elements. Hands-on learning was facilitated through the use of manipulatives, play dough, and worksheets. Art activities seamlessly integrated language and math concepts, making the learning experience enjoyable. Virtual events like birthday parties and field trips further enriched the online education experience. Data from online preschoolers demonstrated high achievement and progress, debunking the notion that online learning hindered their development. These students are well-prepared for future online learning if the need arises. Post-pandemic classrooms can benefit from the methods and resources utilised during online learning. Incorporating tools such as PowerPoint slides, videos, smart boards, and e-books can enhance student engagement. The use of tablets and educational apps promotes sensory-based learning and facilitates peer tutoring. Tablets also stimulate interest, improve technical skills, and boost classroom participation. The success of online education for preschoolers during the pandemic was mainly due to parental support and collaboration. A dedicated learning environment, access to technology, and parental involvement were crucial factors. The positive experiences and effective strategies from online learning can continue to enhance and improve post-pandemic classrooms.

Keywords: post-pandemic, online lessons, environment

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ORIENTING BASIS FOR CHOOSING CLASSROOM TACTICS FOR STUDENTS AT EDUCATIONAL PRACTICE

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Abstract: Educational practice is an important part of professional training of students in many specialties. The live pedagogical process is difficult for trainee students. Those who have no experience in teaching or speaking in front of the audience worry a lot. Supervisors of pedagogical practice for students, particularly psychology students, in both Russia and Azerbaijan are convinced of this. The authors of the article faced these problems in 2018-2022. To solve them, we developed an algorithm for selecting the tactics of teacher-practitioner (student-practitioner) behaviour according to the audience factor in traditional face-to-face teaching. The algorithm is also applicable to online classroom format. Algorithm of work tactics choice by the factor “audience composition and structure”: 1. Diagnose the structure of the audience by the factors of homogeneity, size, level of preparation. 2. Identify the presence/absence of a leader and/or a marginalised person in the audience. 3. Identify (find) the “backbone” part of the audience. 4. Choose and stick to the tactics according to results of diagnostics. Following the rules of self-control. 5. Form and maintain the favorable climate in the audience, productive atmosphere of work. 6. Make conclusions at the end of the class-teaching about the productivity of the chosen tactics of behaviour. The algorithm is based on the principle of an indicative action framework. The “A” - action - is the action of choosing the tactics of the teacher-practitioner’s behaviour according to the factors of the classroom characteristics. The factors include size, homogeneity, proficiency level, and general mood of the participants. The presented algorithm was implemented in the content of students’ preparatory work before pedagogical practice in 2018-2022. Students applied this algorithm to choose strategies for their behaviour in practice. The authors of the article received acknowledgements from student practitioners who emphasised the effectiveness of the algorithm. However, the authors did not take separate measurements, so this text is offered as a theoretical model for students’ choice of tactics in their pedagogical practice.

Keywords: Nina Talyzina anniversary, educational (pedagogical) practice, students’ professional training, scheme of orienting basis of an action, audience factor

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NEW TECHNOLOGIES IN SOCIAL INCLUSION OF CHILDREN WITH DISABILITIES

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Abstract: Although the social inclusion of boys and girls with disabilities has methodological, academic and even legal requirements, well-defined demands for Cuban society, they manifest themselves in their local leaders, and social representations that impede the process. The use of new information technologies in a training strategy in this regard is a valuable alternative and constitutes the relevance of this research. The general objective of this research is to demonstrate the opportunity and relevance of the use of new technologies in the development of a training strategy that contributes to the empowerment on social inclusion of boys and girls with disabilities in local leaders of Cuban community. It constitutes a qualitative research of the action - research type supported by theoretical, historical, logical, analytical, synthetic, inductive, deductive, systemic, structural, and modeling methods as well as those of the empirical level such as observation, ethnographic survey, consultations with specialists, and discussion group. As a population, 15 local leaders were selected in charge of contributing to the social inclusion of boys and girls with disabilities. As a result, a training strategy emerges that, based on the advantages of the use of new technologies, makes it possible for each action not only to transform reality, but also to get the protagonists involved. Its flexible and cyclical nature allowed adaptability in the process and the possibility to incorporate other knowledge. By way of conclusions, it was determined that the strategy is a valuable tool in the face of current demands for the elimination of gaps and inequities from the community context. From the perspectives of the theory of social representations, it guarantees a new way of projecting the training of change managers towards the social inclusion of girls and boys with disabilities.

Keywords: social inclusion, social representations, disability, children

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EFFICACY OF FOREIGN LANGUAGE VOCABULARY ACQUISITION AS DEPENDENT ON TYPE OF CLASSROOM AND STUDY MATERIALS

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Abstract: Increasing digitalisation of education requires accessing the efficiency of study materials used in traditional and digital classroom. The given research answers this challenge. The aim is to compare the efficacy of traditional and online class environment along with the use of text/online dictionaries as the primary source of information while completing lexical tasks at the lesson of a foreign language. Research methods and sample. 152 school students participated in the research. All of them successfully partook in intellectual contests and Olympiads (mean age 15,02; SD=1,5, 31,57% male). An authentic article from the Guardian was adapted to 3 CEFR levels using TextInspector, 30 most frequent words from the text were chosen for each level and 5 lexical tasks were created for B1, B2 and C1 levels. The tasks were completed by students either with the text or online dictionaries. Pre- and post-tests on these vocabulary units were compiled in the format of the Computer Adaptive Test of Size and Strength (4 types of questions: productive and receptive recall, productive and receptive recognition). Main results. The type of classroom did not influence the efficacy of vocabulary acquisition ($p > .05$). Using online dictionaries appears to be more efficient in an online classroom ($t = -2.3$, $p = .024$), while using a text dictionary did not have any significant influence ($p > .05$). Conclusion. Students, who successfully participate in intellectual contests, can effectively study both in offline and online classroom. When studying in a traditional classroom, the type of study materials does not influence the efficacy of vocabulary acquisition, however, in an online classroom, online dictionaries appear to be a more preferable option.

Keywords: digital classroom, vocabulary, online dictionary, prodigy children, EFL, ESL

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PSYCHOLOGY OF CHILDREN'S PLAY AND STEM-EDUCATION IN THE DEVELOPMENT OF COGNITION, EMOTION, IMAGINATION, AND CREATIVITY IN CHILDHOOD

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Abstract: This study explores the issues related to the role of children's play in the development of cognition, emotion, imagination, and creativity. It increases the effectiveness of preschoolers' educational activities by improving their educational environments in order to ensure each child's creativity and support children's initiatives, allowing them to be independent and active. Modern experts emphasize the need to support children's cognitive initiatives in the context of preschool education and family (Veraksa, 2019). Preparing children for the twenty-first century challenges begins in the early years when they are naturally curious and excited learners, constantly asking questions. The STEM approach in education will make it possible to personalize educational trajectories, to take into account personality characteristics and enable the learners' creative potential to unfold, laying the foundation for the digital transformation of their education. These activities promote creativity as children question, explore, investigate, and construct meaning through problem-solving and applying previous experiences. All these important skills are employed in the STEM learning paradigm which includes most academic subjects and promotes the development of twenty-first century skills. The study is based on the theoretical foundations of sociocultural studies devoted to the role of children's play in the development of cognition, emotion, imagination, and creativity in playworlds and educational environments (Vygotsky, 1966; Elkonin, 1978; Leontiev, 1981; Bronfenbrenner, 1999; Nilsson, Ferholt & Lecusay, 2018; Smirnova, 2013, 2019). It presents the ANOVA results and correlation analysis, stating that the quality of preschooler's education (ECERS-R measurement issue results in Russia) depends on certain indicators of teachers' professional skills and affects the development of the child's play activity. The data obtained can serve as reference points for transformation of the preschool education system.

Keywords: Psychology of children's play, development of imagination, creativity in childhood, educational environment, STEM education

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USING DIGITAL READING TO ENHANCE LANGUAGE AND EARLY LITERACY IN PRESCHOOL AGE CHILDREN WHO SPEAK AT HOME OTHER LANGUAGE THAN THE LANGUAGE OF SCHOOL

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Abstract: Narration is one basic category of extended discourse, including the complex ways language is used to express various ideas. According to Bruner, narrative is a conceptual reconstruction of experience and the first form of discourse produced by children. This is why narrative is embedded in various activities in early childhood education. Children are encouraged to share their experiences, thoughts, or fantastic word, retell the stories they have heard or been read to, make a story out of their paintings, or compose a story with dolls or in a drama play corner. To support children who do not have their mother tongue as the language of instruction we are to find ways to get them acquainted with narratives. In this presentation we are going to share some good practices about how digital reading of fairy tales, traditional stories, mythology, or modern literature in children's books can be used in order to enhance language and early literacy in both early childhood education settings and families. These practices were developed by pre-service students of early childhood education and were used in their training. Even though there was no systematic observation or recording, we had a very warm respond from educators and parents. Children were very enthusiastic to share what they had heard in classroom with their parents and got confidence in language use after having heard the same story many times.

Keywords: language, early childhood, early childhood education

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ON THE DISTANCE EDUCATION OF CHILDREN AND THE UNRESOLVED ISSUES IN E-LEARNING AT SCHOOL

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Abstract: The development of psychological science has led to the development of artificial intelligence and distance learning for children, which require development of all cognitive abilities, thinking, and intelligence in students. The introduction of digital technologies in the educational process is not based on the examination results on the material of school textbooks. What goals do digital technologies teach students? What specific and abstract concepts are included in the content of education? Computer use leads to the question of quality criteria for education. There is no school learning computerization model that is based on the psychological analysis of educational activities and students’ abilities. A child in any environment learns, develops and is brought up by adults. A child can learn being a functional psychological system of activity (Shadrikov). Rubinstein showed the connection between thinking and mental abilities. Elkonin identified the learning goal in the learning task and learning actions to which he attributes actions with objects and cognitive actions. Systems of cognitive actions characterize the operational mechanisms of abilities. Shadrikov singled out a universal operating mechanism of abilities – intellectual operations. We need methods of psychological analysis for educational activities and the ability to learn, the ability to desire and want, the ability to feel and experience.

Keywords: distance education, e-learning, learning activities, abilities, thinking, intelligence

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EDUCATIONAL MULTIMEDIA AS A MEANS TO CONTRIBUTE TO THE FORMATION OF VALUES

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Abstract: The formation of values is a recurring theme in pedagogical research. Among the new realities in which learners find themselves are ICTs that, using their different resources appropriately, are means of support for the formation of values. The objective of this research is to demonstrate the use of educational multimedia with the thought of José Martí in the formation of values. The research methods are Historical-logical, Analytical-synthetic, Inductive-Deductive, Documentary analysis, Modeling, Problem inventory, Survey, Sentence completion, Interview, Observation. The sample is formed of 14 students corresponding to the fourth grade of the Jesús Hernández Alfonso Primary School. The four dimensions worked on (behavioral, affective, cognitive and instructional) result in (1) students learning theoretical aspects about values in the vision of José Martí; (2) the teacher considering new technologies as an educational means that contributes to exposing knowledge of values from the thought of José Martí and to the motivation of students. There are 15% of students who, when faced with some of the values worked on, do not show a change in their behavior. Students have greater sensitivity towards the modes of action associated with the values worked on in the research. The formation of values as a process supports its methodological theoretical foundations from axiology, pedagogy and psychology linked to the student's approach to the thought of José Martí. With the application of multimedia, significant advances were achieved in the subject and other areas remain open that can be the subject of future research.

Keywords: formation of values, school age and educational multimedia

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ONLINE PERSONAL PRESENTATION OF QUASIRESEARCH ACTIVITIES IN THE PROFESSIONAL TRAINING OF COLLEGE STUDENTS

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Abstract: Wide-spread introduction of IT into everyday life and education makes possible a considerable improvement of the quality of professional training. Our research uncovers dynamics of professional identity and learning motivation in medical college students by using technology of online personal presentation of quasiresearch activities. The technology is based on A.A. Verbitsky's theory of contextual education and implies students' simulation and recording of parts of professional activities, presenting and promoting the records online, collecting feedback, and reflection. Objective is to study effects of online personal presentation of quasiresearch activities on shaping professional motivation and identity in college students. Design. Methods included (1) analysis of literature on psychology and pedagogy; (2) empirical method of formative psychological and pedagogical experiment; (3) psychodiagnostics methods: "Questionary 'Students' Professional Identity'" (U.S. Rodygin, adjusted), "Methods for Diagnostics of Learning Motivation" (A.A. Rean et al.); "Method for Diagnostics of Motives to Use Internet" (T.D. Dubovitskaya); "General Scale of Dysfunctional Internet Use" (A.A. Gerasimova et al.); (4) statistical data processing. The study enrolled 78 students, with 54 included into the test group, and 24 into the control one. Results. Correlation analysis showed that using Internet for professional self-actualization does not lead to dysfunctional Internet-addiction. Comparison of diagnostics and control data of the formative experiment shows improved maturation of students' professional identity, motivation for learning and professional self-actualization in the experiment as compared to the control group. Conclusion. Online personal presentation of quasiresearch activities by college students is effective in shaping and developing active, conscious, and positive attitude towards future profession, changing direction and mode of students' online activities. Online vocational personal presentation skills are additional benefits in the professional carrier. Our results support the application of the online personal presentation of quasiresearch activities in targeted formation of students' professional identity.

Keywords: college students' professional identity, learning motivation, online personal presentation, quasiresearch, contextual education

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TRANSITION TO SECONDARY EDUCATION: RE-THINKING THE BACKGROUND OF THE PLACE-VALUE COUNTING

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Abstract: The difficult period of transition between primary and secondary school demands deep “re-thinking” of the content of school curricula, mathematics in particular. In order for the principles of place-value computations (our current study subject), not only to conclude the elementary school, but also to make a solid foundation for students’ further promotion. The mistakes students make, while using the “well-learned” decimal system, stem from their miscomprehension of the structure and the arrangement of “positional” counting. Thus, following Davydov, we suggest reconstructing the place-value origin by organising and scaffolding students’ own learning actions in other-base counting systems. Our research goal is to discover and describe the psychological conditions for students’ acquisition and appropriate application of the place-value concept in various critical computational tasks. For this purpose, we have devised a wide range of task conditions, which were modified according to the principles suggested by Galperin, in order to keep the orientation procedure in demand and thus achieve the desired consciousness in thinking. These tasks were embedded into the “intergalactic” storyline, so that students would join the “cosmic voyagers” on their expedition, as they have to calculate the exact amounts of “cosmo-fuel” for different-base counting systems. We have conducted several cycles of experimental teaching (about 50 hours each) according to the materials and instruction, which we have designed: a total of 20 students (10-12 years of age, 4th-6th grade) comprised our sample. In our investigation we followed the “planned formation” method of Galperin and the traditions of the developmental instruction design (according to El’konin and Davydov). The results of the teaching series proved the potential of the content and the computer support, which we have developed, for the promotion of mathematical literacy and for overcoming the formalism of calculation procedures, adopted in primary school.

Keywords: digital support, place-value principle, transition between primary and secondary school, developmental instruction approach

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CURRENT DIRECTIONS IN THE DIGITAL TRANSFORMATION OF EDUCATION: PROSPECTS AND NEW OPPORTUNITIES FOR THE DEVELOPMENT OF TRADITIONAL EDUCATION

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Abstract: The development of the direction of digital transformation in education opens up prospects and new opportunities for the development of traditional education, designed to provide assistance, scientific and methodological support to subjects of education when introducing various kinds of innovations. The article shows the features of regional methodological services, the main problems and prospects of development in digital transformation in education. Methodological foundations of the research were the general scientific approaches: systemic, socio-logical, activity–based and modern methodologies of ecosystem, cluster, metacompetence approaches. Methodological principles that define the requirements for methodological support of teachers, for work with children in the world of digitalization, such as systematic measures to support all subjects of education; orientation to the result, voluntariness, and accessibility are highlighted. The leading principles are openness and targeting, as they make it possible to attract leaders.

Keywords: digital transformation, teachers, the modern world, education, new opportunities, pedagogical activity

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SOCIALIZATION OF THE CHILD IN THE DIGITAL WORLD

DIDACTICS AND PEDAGOGICAL ANTHROPOLOGY OF DIGITAL EDUCATIONAL ENVIRONMENTS

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Abstract: In the context of the federal experiment on the development of digital educational environments (Decree Government of Russia N 2040), the issues of fundamental and applied developments in pedagogical anthropology and didactics of digital educational environments are being updated. The aim of the study was to analyze the digital educational environments created in the regions participating in the federal experiment. Teachers and heads of educational organizations from the regions included in the federal experiment on the introduction of digital educational environments took part in the study. Teachers and leaders were participants in the monthly interregional webinar of the Russian Academy of Education “Digital Educational Environment for Human Development”. The participants of the webinar were offered a structured interview, which included 20 questions to assess the elements of digital educational environment, its opportunities for human development, individualization of education, self-determination in terms of choice, the possibilities of analyzing and reflecting on personal educational results, the possibilities of productive interaction between participants in educational relations. As a result, a structural and functional analysis of digital educational environments in 16 regions is presented. Essential changes in the practice of pedagogical activity, ways to organize educational process and cognitive activity of students, ways to construct the interaction of participants in educational relations are revealed. The results are significant for the development of the methodology of modern didactics, for the development of the theory and practice of expertise in education: the assessment of the developing functionality of digital educational environments. To evaluate the developmental functionality of digital educational environments, a special methodology is needed. The model of such methodology has been developed and is currently being tested.

Keywords: digital educational environment, didactics, pedagogical anthropology, digital didactic tools, digital educational environment standard

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REPRESENTATION OF CHILDREN'S IDEAS ABOUT GOOD AND EVIL IN THE CONTEXT OF DIGITAL SOCIALIZATION

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Abstract: An ambiguous assessment of the consequences of “digital tools” use by children in educational, cognitive and socio-communicative activities brings up the problem of “digital socialization”. In the studies of cognitive sphere, multiple data have been obtained confirming a serious transformation of consciousness in “digital generation” (Soldatova G.U., Rasskazova E.I., Nestik T.A.). The purpose of the study is to determine the features of moral consciousness of children and adolescents in projection on the problems of good and evil (Popov L.M. et al.). The questionnaire is aimed at identifying ideas about good and evil, as well as the characteristics of good and evil people. The sample consisted of 50 people: 28 primary school children, and 22 teenagers of a school in Samara. The content of the representative components of children’s consciousness is determined both in sign-verbal and figurative-symbolic forms. The level of generalization in the forms of verbal consciousness in children aged 8-9 is lower in comparison with adolescents aged 14-16. Kindness in children and adolescents is characterized by empathy, love, help to others; evil is described as causing suffering, intolerance, humiliation, violence, etc. Visual images of goodness in adolescents are predominantly symbolic (sun, heart, clouds); in the images of good there are warm tones of orange, yellow, green. Evil is depicted with menacing faces and symbols in black colors. Younger schoolchildren have fewer symbols in the image of good and evil, there are more human figures. In the figurative representations of children and adolescents, there is no clear representation of the “markers” of digital socialization in subjective attitude to good and evil. It was also not possible to identify any signs of positive or negative “traces” of social network activity of children and adolescents associated with the categories of good and evil.

Keywords: children, teenagers, good and evil, representation, verbal and figurative representation

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AUDIOVISUAL CONSUMPTION IN EARLY CHILDHOOD DEVELOPMENT. A LOOK FROM CUBA

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Abstract: There are many national and international investigations that recognize the important role that audiovisuals play in the development of the human being, as well as the need for the consumption activity to be mediated, guided by others. However, few are those that provide a look at audiovisual consumption from early childhood, but fewer are those that do so with a potentializing vision on development. In a general sense, the exclusion of early childhood is not surprising, since this behavior is similar in other spheres of action or areas of study, where the first years of the life of girls and boys (in addition, those of greater significance for current and future development), are subsumed or made invisible. This happens within a more encompassing denomination such as childhood, which, by including, also generalizes girls and boys, depriving them of the consideration of particularities and peculiarities, making them not only specific but also different. The exposed constitute reasons to locate the Cuban child of early childhood in the center of the investigations and to reveal the particularities that audiovisual consumption acquires from the dimensions. The conception of child development, determination of audiovisual content, exercise of mediation, management of audiovisual content and carrier devices, as well as sociocultural context, its components and indicators are regarded. This approach transcends the practices and consumption habits traditionally studied in other age groups. Being able to identify characteristic features of this process in the specific context of Cuba not only constitutes a valuable contribution of the social sciences to the development of more accurate public policies, but also aims to contribute to the improvement of early childhood education that is developed. Likewise, it opens a way to settle debts from the sciences with an age period that decisively marks the future life of individuals, society and the nation. The focus of the study carried out is fundamentally qualitative, in which the theoretical, analytical-synthetic, inductive-deductive and systematization methods of scientific research are privileged.

Keywords: characteristics, audiovisual consumption, early childhood development, Cuba

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MANAGING THE PROCESS OF FORMATION OF THE CARIBBEAN CULTURAL IDENTITY IN THE HIGHER EDUCATION INSTITUTIONS

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Abstract: In nowadays society, the importance of knowing who we are and of where we go is essential to face the globalisation. It is in the teaching and learning process that professors can contribute to the formation of values, beliefs, customs which are a part of the cultural identity that allows self-recognition and recognizing the cultural diversity of the world we live in. The cultural identity is seen as a social necessity that goes beyond educational process and the formation of professional. According to this basis, the investigation is focused on the management of the process of formation the Caribbean cultural identity in students of the English Language career. To carry out this investigation several methods were applied, among them, the analysis - synthesis, the induction- deduction, observation, interview to get to know the core of the management in forming the Caribbean cultural identity and the current level of the variable. The investigation in progress favors the correct management of the Caribbean cultural identity taking into account the four dimensions of educative management: institutional, administrative, pedagogical, and extensions in the four components of the process. As a result of this investigation the content of Caribbean cultural identity has been incorporated in the strategy of career as well as in the academic year. Putting into practice a correct management of the Caribbean cultural identity allows to provide for high quality education, supports the students with a solid identity to face the digital era and globalization.

Keywords: Cultural identity, process of formation, interculturality

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MEDIA SOCIALIZATION OF RUSSIAN YOUTH THROUGH NATIONAL DIGITAL PLATFORMS: FROM CONSENSUS AND “NEW PATRIOTISM” TO THE NOSTALGIA EFFECT

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Abstract: The paper examines the issue of media socialization as a process of assimilation by representatives of the media audience of socio-cultural norms and values dominated in society. The authors try to consider media socialization as a complex and heterogeneous process that can be decomposed into three elements depending on the predominance of a media usage model. Firstly, the media act as an agent of secondary socialization, which corresponds to the basic normative understanding of media functioning in society. With this understanding, the media cannot form the basic values of a young audience, since they are not able to compete with “significant others”: parents, peers, schoolteachers, who are traditionally assigned the role of the most influential agents of primary socialization. Secondly, the media can act as an agent of self-socialization, that is, participate in the process of independent choice of media channels and media resources to develop the diversified interests of the audience. Thirdly, the media can act as an agent of primary socialization and displace the influence of “significant others”. The article presents the result of the empirical research in which the process of agenda setting of youth communities in the VK social media platform were studied (“Rhymes and Punches”, “Leonardo Dayvinchik”, “Oatmeal, sir”). The study drew conclusions about the complex structure of a process of digital media socialization. It was found that the content corresponds to traditional Russian spiritual values, while the form corresponds to the global ones. The result of the study was the recognition of the simultaneity of the implementation for all types of media socialization in general, the impossibility to strictly distinguish one element from another, and at the same time, a pronounced predominance of any type of media socialization through diverse digital content. The study was funded by a grant from the Russian Science Foundation (Project No. 22-18-00398).

Keywords: media discourse, media consumption, media socialization, digital youth, new patriotism, memory, nostalgia

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DEVELOPMENT OF ADOLESCENTS SUBJECTIVITY IN A DIGITAL ENVIRONMENT

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Abstract: The development of digital technologies and artificial intelligence (AI search chatbots) “offer” a person autonomy in self-development, while at the same time deforming independence. The most important component of self-education and self-development communication with another person is minimized. A complex, multifaceted process of establishing and developing contacts between people, perception and understanding of another person, and therefore oneself are limited. Speech is a tool for the child to acquire his own affects, behavior and activities (L.S. Vygotsky). Our own experimental studies showed that adolescents in 2007 (N=157) and to a greater extent in 2020 (N=315) found it difficult to clearly articulate their intentions, the reasons for successes and failures in self-education. Probably, their growing immersion in the digital environment, which offers the simplification of performing routine but affects the “human” actions: oral and written speech. The current trend towards content visualization requires the user to operate only visually with the minimized use of speech. Fluency and awareness of reading are lost, which entails difficulties in reflecting one’s own feelings, desires, intentions. There are problems with volitional self-regulation, which requires reinforcement first with external and then with internal speech. As a result, instead of overcoming obstacles, there is a refusal of activity. The formation of subjectivity in this case is delayed and occurs discretely. In adolescence a real adult loses its significance and exclusivity as a source of knowledge and experience. The problem also lies in the way knowledge and experience are transferred from an adult to a teenager, especially in such a complex and, at the same time, typical activity as self-education. Cooperation between an adult and a teenager is possible under the following conditions: the independence of the teenager’s intention to engage in self-education, the specificity of activities, the specifics of adolescence.

Keywords: adolescent, person, intention, self-education, assistance, speech, will

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CULTURAL CONGRUENCE AND DIVERGENT THINKING IN 13–16-YEAR-OLD TEENAGERS

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Abstract: Relevance of the study. The study of cultural congruence in creative teenagers presents a significant challenge due to the conflicting demands of cultural norms and the conditions necessary to foster creativity. These conditions are crucial for the social and personality development of teenagers. Despite the importance of this issue, there is a lack of research examining the complex relationship between contrasting psychological traits in adolescents, such as cultural congruence and creativity. Research objective is the analysis of correlation between cultural congruence and divergent thinking in younger and older teenagers, and assessment of the extent to which divergent thinking affects cultural congruence in a normative setting. Methods and sampling. The study involved 272 teenagers aged 13-16 ($M=14.28$) and was conducted during a year between March 2021 and March 2022 at multi-profile lyceums in Kazan, Russia. The study used reliable, adapted, and valid methods, the methodology of L.F. Bayanova and O.G. Minyaev “Determining the Level of Cultural Congruence for Adolescents,” H. Zivert’s questionnaire “Determining Creative Abilities”, F. Williams’ “Test of Personality Creative Characteristics,” N.A. Baturin and E.L. Soldatova’s “Diagnosis of Divergent Thinking,” A.V. Zverkov and E.V. Eidman’s questionnaire “Study of Willful Self-Regulation”, and V.I. Morosanova’s questionnaire “Style of Behavior Self-Regulation”. Key findings. The study found that younger adolescents show more cultural primitivity and highly developed divergent thinking compared to older teenagers. A variance analysis established the influence of divergent thinking on the cultural congruence of teenagers. Conclusion. These results are of practical significance and can be used as the basis for developmental programs when working with teenagers.

Keywords: adolescent, cultural congruence, creativity, divergent thinking, normative situation

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CURRENT THREATS TO THE INFORMATION SECURITY OF CHILDREN ON THE INTERNET: PROBLEMS AND SOLUTIONS

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Abstract: Relevance. In the modern digital world, children are the most vulnerable audience in terms of consumed content since their cognitive abilities and critical thinking skills are only in the formative stage. Ensuring information security in this category is an important task for the family, society and the state as a whole. The policy should be aimed at eliminating (minimizing) threats of the spread of negative content on the Internet. Goal. The study of the theory and practice of ensuring the information security of children on the Internet in order to create effective mechanisms to prevent the spread of destructive information. Methodology. The work is based on a variety of modern cognition methods developed by science and tested in practice, including the comparative method, the system method, methods of analysis and synthesis. The main results. Based on a comprehensive analysis, the author concludes that it is necessary to develop a special legislative strategy to ensure information security of children on the Internet, which should be based on the study and application of international experience and best foreign practices. In this strategy, it is necessary to unify the conceptual apparatus within the framework of the topic under consideration; to determine the features of the dissemination of information on the Internet, aimed at the children audience; to form new compositions of offenses that can lead to the spread of destructive content on the Internet. Conclusion. The conducted research develops theoretical and practice-oriented provisions of information law and related branches of law on the issues of minimizing threats to the information security of children on the Internet in conditions of universal digitalization.

Keywords: digitalization, destructive communication, illegal content, information security, children's privacy, secure Internet

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ATTITUDES TO ALTRUISM AND SELFISHNESS IN BOYS AND GIRLS FOCUSED ON VIRTUAL OR REAL COMMUNICATION

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Abstract: Altruism as a psychological phenomenon is actively studied by social sciences but there is still no unity in understanding its nature and content. We understand altruism as the opposite of egoism, though not contradictory but rather complementary phenomena. Communication in virtual space and in social networks develops cognitive and emotional components of altruism but makes it difficult to form a behavioral component of it. In situations of real interaction, young people do not have the skills to provide effective assistance to another person. The aim of the empirical study was to identify the gender characteristics of egoism-altruism attitudes among high school students who prefer a digital environment compared to high school students who prefer real interaction. The work used a questionnaire and a method for diagnosing the attitude to altruism or egoism by O.F. Potemkina. The sample consisted of 40 boys and 46 girls. The majority of young men who prefer real communication have a desire to help other people, an altruistic attitude is fixed as a moral principle, as an internalized social norm. Among young men who prefer virtual communication, social activity is reduced, they have a weakly expressed motive of social duty and social responsibility. They are selfish, and as a result, they are not capable of altruistic behavior. In girls with different forms of communication, attitudes to altruism-egoism are expressed in a different proportion than in boys. Girls who prefer real communication show a desire to help others. However, there are quite a lot of those who turned out to be egoists, that is, they put their interests above the interests of other people. Almost all the girls who prefer virtual communication have demonstrated an attitude of selfishness. They do not want to take responsibility for themselves neither do they want to interfere in other people's lives.

Keywords: altruism, egoism, gender, virtual communication, real communication

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ETHICS GAP IN ADOLESCENTS' ONLINE COMMUNICATION

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Abstract: The results of contemporary Internet communication studies often conclude that the Internet environment contributes to formation of such attitudes and behavioral patterns as aggressive behavior, verbal abuse, fraud, trolling, bullying and etc. To describe this phenomenon C. James uses the term “the Ethics gap” and refers the loss of sensitivity to the moral and ethical aspects of behavior to it. The aim is to identify to what extent adolescents rely on e-communication and what its content is. From March to June, 2022, an empirical study on the specifics of digital socialization of adolescents was conducted on the basis of MSUPE. The study focused on the aspects of online communication among adolescents and included 539 participants at the age from 12 to 18 years. Besides the questionnaire aimed at figuring out the goals, preferences, potential threats and consequences of adolescents' online communication and self-disclosure the study included The Problematic Social Networks Use Scale (Sirota N.A, et al, 2018). Due to the scale results two groups were determined and compared: 180 and 175 teenagers with low and high levels of problematic use, accordingly. The study fixed that girls as well as teenagers from one-parent or troubled families are more likely to use social media problematically. The data demonstrate that the majority of adolescents comply with ethical norms of behavior while using social networks. However, violations of moral principles are more common among adolescents with a high level of problematic social media use. They practice obscene language and offensive jokes twice as actively. They are more likely to become victims to online derogatory actions and abuse. More than a half of them experience negative emotions (anger, irritation, pain and annoyance) when they are criticized. At the same time, a third of them listen to the opinions of others and try to work at themselves.

Keywords: adolescents, problematic social media use, online communication

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SOCIALIZATION OF A CHILD WITH SPECIAL NEEDS

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Abstract: In the modern world the problem of children inclusion has become very acute. Possibility to communicate is in high demand among children with special needs. Speech barriers can easily be overcome by using social networks and various chat rooms for communication. With virtual communication, shyness and avoidance of communication are reduced for both normal children and children with special needs. The objective of this study is to reveal positive tendency in communication on the Internet among children with special needs. The method of the study is the questionnaire which has been elaborated and adapted for the respondents. The respondents are 20 teenagers with special needs aged from 13 to 17. Main results show that 3 respondents out of 20 have not changed their views on communication with their peers. Other 5 respondents have felt that shyness in communication has been reduced. The remaining 13 people have had positive interaction experience. They are willing to continue communication in social networks and have found online pen pals. Conclusion. The study has showed that social networking and messaging have a positive impact on the attitude of adolescents with special needs towards communication. Many children with special needs have speech spectrum disorders and have difficulties in starting informal communication with peers because of shyness and increased time of this communication. However, in virtual communication, these barriers are significantly reduced, the quality of social life, confidence, overall psychological state are improved. In addition, it is important that respondents “on the other side of the screen” (normal teenagers) have been willing to make contact, showed interest (which might not have happened in everyday life) even if they never had prior communication with people with special needs. Therefore, virtual communication is effective as a way of establishing informal communication for children with special needs.

Keywords: socialization, mental health, communication, child with special needs, inclusion

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VIRTUAL IDENTITY STATUS IN ADOLESCENT DEVELOPMENTAL: A PSYCHOMETRIC MODEL

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Abstract: Relevance. The digital technology-mediated self-simulation refers to the virtual identity but the basis of this psychological mechanism remains unknown. Scientists study the impact of digital experiences on virtual identity, yet no study has been conducted to capture the statuses as a complex entity in adolescence. We have researched virtual identity statuses relying on E. Erikson's conceptualizations of the adolescent developmental task of identity development which was operationalized by J. Marcia into four identity statuses (identity achieved, moratorium, foreclosure, diffusion), and on D. Matteson's modeling of these variables into 4 quadrants formed by 2-axis integration of exploration and commitment. Purpose of the study. The current study explores virtual identity statuses of development in digital environments in adolescence, with the aim of introducing a psychometric model of virtual identity. Research Methods and Sampling. This study applied an original Virtual Identity Status Inventory (VISI) designed by us to 210 Russian adolescences aged 15 to 18. Main results. Exploratory factorial analysis (principal component analysis and alpha factor analysis) and confirmatory factor analysis ($\chi^2/df=1.25$; $\rho=0.06$; RMSEA=0.04; CFI=0.94) pointed out that the VISI presented a three-factor structure. These factors are: virtual identity achieved, virtual identity foreclosure and virtual identity diffusion. The measure has the internal consistency (Cronbach's $\alpha=0.78$) and stability in time ($\rho=0.64$). Age associated with the virtual identity status in such a way that the late adolescences reported higher levels of foreclosure-propensity ratings ($\rho=0.02$) and diffusion-propensity ratings ($\rho=0.01$). Therefore, late adolescents are less independent and less sure in virtual self-identity than the middle adolescents. In conclusion, the VISI is a valid and reliable instrument of investigation of the virtual identity phenomenon in adolescent development.

Keywords: virtual identity, Status, Adolescence, Developmental

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FACETS OF DIGITAL SOCIALIZATION

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Abstract: The life of a modern person has ceased to exist in isolation from the Internet but its use by children and adults differs in content. Modern technologies, actively implemented in networks, provide a lot of opportunities for self-education, finding new friends, expanding the circle of interests, creating the illusion of saving time to visit real shops, clinics, educational institutions, etc., while simultaneously forming dependence on gadgets, the appearance of fullness of one's own life with "significant" events. The purpose of the study is to assess the impact of the network on socio-psychological adaptation of the individual. Adults are much more likely to spend network time on work, especially when work is carried out remotely. Often, infants, not yet having walking skills, deftly cope with a smartphone, demonstrating the pleasure they experience to others. Meanwhile, their parents forget about the need to control the time spent by the child on the network. They often do not think about the content that the child is absorbed in, rejoicing at the opportunity to relax. This sort of behaviour is fraught with huge problems in the future, caused by disturbed child-parent relations, the result of which is the socio-psychological maladaptation of the individual. The most frequent requests of parents who applied for psychological counseling consisted of complaints about the child's inability to communicate in the family and with peers, their aggressive behavior, weak self-control of emotions and behavior, unwillingness to learn, lack of time perspective, autoaggression. The analysis of family relations, the sequence of parenting styles, the time spent by parents to help the child, as well as the identification of the main chronophages for family members, led to the conclusion that the socio-psychological adaptation of the child is provided by consistent styles of parenting, the presence of family traditions and a common hobby, a favorable psychological climate in the family. Digital technologies have become an obligatory part of our life but they cannot replace the family, which determines the varying degree of socialization of both a developing personality and an adult, leading to an unfavorable outcome to alienation, self-destructive behavior, mental, and psychological health disorders.

Keywords: digital socialization, addiction, socio-psychological adaptation, loneliness, bullying

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DIGITAL CHILDHOOD AND NEGATIVE REPLACEMENT EFFECTS

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Abstract: The relevance of the analysis of child development in the digital world is associated with identifying the range of negative substitutions. Functional substitution shows that an active role belongs to the gadget. A child performs a passive role, receiving full navigation, “wired” in the gadget. Digital interaction forms reactive behavior according to the logic “stimulus - new temptation”. Social substitution is caused by copying a finished scheme set by the algorithm. There is no need for joint action, which is a criterion of sociality. Replacing the adult figure with a gadget generates a digital loneliness. The child finds himself “beyond” the joint work and social obligations, the installation of communication is blocked. The shift of the semantic event center is due to the fact that the child, being in virtual environment, experiences events as real and value-significant. The fact is that gadget-independent motivation and goal-setting disappear. Scenario capture demonstrates the effect of total immersion. In the digital world, the priority scenario of behavior is initially set by algorithms. The convenience and efficiency of the gadget teach the child to take ready-made schemes of action, giving rise to the illusion of development. Results. In the process of digital interiorization, several types of substitutions have been identified, including functional, social, semantic and scenario capture. They are dangerous with negative effects that deform the development of the child, the cognitive and psycho-mental structure of a personality. The final effect of digital substitutions is the social immaturity of the child in the world of real object-activity relations. Conclusion. The identified substitutions can be evaluated as a part of the global technology aimed at algorithmization of behavioral patterns. There is an acute need for the return of the adult figure and the increasing algorithmic responsibility of software developers.

Keywords: virtual environment, types of digital substitution, gadget dependency, algorithmic responsibility

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SOCIO-PSYCHOLOGICAL ADAPTATION IN ADOLESCENTS WITH INTERNET-DEPENDENT BEHAVIOR

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Abstract: Relevance. The problem of a modern teenager is in building relationships with society and forming his adaptation in it. Digital technologies are changing the structure of a teenager's activity and his personal development. The purpose of this study was to determine the stable Internet-dependent behavior in adolescents as a factor influencing socio-psychological adaptation. Research methods and sampling. S. Chen's Internet Addiction Scale (CTAS) and the Questionnaire of socio-psychological adaptation, SPA. K. Rogers in the adaptation by A.K. Ositsky were used. The study was carried out on the basis of MOBU Secondary schools No. 10 and No. 25 in Sochi. The mathematical analysis was carried out on a sample of 206 people, aged 14-16 years. Main results show that of the 206 participants, 52.5% have a tendency to develop Internet-dependent behavior, 16% belong to the group of formed Internet-dependent behavior, 31.5% have a low level of dependence. According to the results of Spearman's rank correlation, statistically significant relationships were determined. (1) Internet-dependent behavior has an impact on interaction with other people; joint activity also indicates an increase in the rejection of the other with the recognition of uniqueness and shortcomings. (2) Intrapersonal problems are interrelated with the rejection of others, which affects self-acceptance, reflections on the mental health of the individual and adaptation to the requirements of society. (3) The scale of intrapersonal and health-related problems and the influence of the Internet space on the establishment of the daily routine are interrelated with the individual's predisposition to the external locus of control, when the tendency to attribute the causes of what is happening to external factors dominates. They are also interrelated with the level of adaptation of a teenager to existence in society. The level of adaptation is reduced. Conclusion. The results obtained indicate that stable Internet-dependent behavior is a factor influencing socio-psychological adaptation. In this regard, teenager prefers to spend more time in the space where experiencing fewer difficulties is expected.

Keywords: internet-dependent behavior, adolescents, socio-psychological adaptation.

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ADOLESCER 2022: REFLECTIONS AND GOOD PRACTICES FOR THE DIGITAL SOCIALIZATION OF CUBAN CHILDREN AND ADOLESCENTS

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Abstract: “Escaramujo” is a Cuban educommunicative project that, for 13 years, has contributed to the psychosocial development of children and adolescents in vulnerable situations, enhancing their comprehensive well-being and protection. To do this, it assumes the methodologies of Popular Education and works with the concept of “popular educommunication”. The main results are evident in undergraduate and postgraduate academic activities, publications and from the participation of its members in scientific activities. In 2015, the project conceives the “Adolescer” event as an annual space to share these results, managed by professionals and students of the social sciences from different Cuban universities who make up Escaramujo. The VIII edition emphasized the results linked to the socialization of these groups from virtual environments and, as a result of the experience and with support by UNICEF, a book was published that synthesizes debates, reflections, and research results of experts from three panels. A fair of experiences and the presentation of books related to the topic offered an overview of what is happening - in this regard - in current Cuban society. These exchanges revealed the need to accompany and educate infants and adolescents, to achieve increasingly effective and safe digital socialization.

Keywords: Escaramujo, Adolescer, digital socialization, Cuba

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DIGITAL SOCIALIZATION OF PRESCHOOLERS IN THE MIX OF ONLINE AND OFFLINE WORLDS

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Abstract: Relevance of the study. Digital socialization of preschool children in the mixing of online and offline worlds is relevant in light of the rapidly growing digitalization of society and the inclusion of preschool children in the digital environment. Today's world is changing at a tremendous rate, and it is important to understand how these changes will affect children's development. The mix of online and offline worlds has become a part of today's children's lives, and it causes the need to adapt to the new environment. Purpose of the study is to examine the digital socialization of preschool children in the mix of the real and virtual worlds. The sample included 40 people: 20 children 6-7 years old, 20 parents. Research methods included conversation with children, interview with parents, analysis of the results. Main results. The results of the survey of parents showed that 75% allow their child to use digital devices and do not monitor what platforms they use, 20% of parents use digital platforms as a learning aspect in interaction with other people. 5% of parents do not see the pluses of using digital technology in the socialization of a child. The results of the conversation with children revealed that more than half (60%) replace communication in real life with virtual, 25% of respondents communicate in real and virtual worlds, and 15% communicate exclusively in life. Conclusion. The results showed that digital socialization can have both positive and negative effects on the development of preschoolers' social communication skills. Digital environments can promote socialization but can also lead to less time spent on more meaningful types of communication. Digital technology can affect children's social skills develop-

ment and needs more research to determine how its use can be optimized for children's full socialization and development.

Keywords: socialization, digital socialization, preschool children, real world, virtual world

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PROSOCIAL BEHAVIOR OF TEENAGERS IN SOCIAL NETWORKS

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Abstract: Relevance. Prosocial behavior in social networks is a manifestation of digital socialization, which includes voluntary behavior in an online environment in order to benefit specific people or promote harmonious relationships with others. Prosociality on the Internet includes the exchange of resources and information, emotional support and online help. The purpose of the study is to evaluate the frequency and manifestations of prosocial experience of adolescents in social networks. Research methods. To assess prosocial behavior in online mode, the self-reporting methodology “Online prosocial behavior of adolescents” (OPBS) S. Erreygers, 2018, and scales of performing and receiving prosocial behavior online were used. Sample. 342 teenagers aged 12-19 ($M=15.2$) from secondary schools and colleges of the Ivanovo region took part in the survey. The main results. The study showed that (1) adolescents have experience of performing prosocial behavior on the Internet above average ($M=34$ out of 50); (2) adolescents perform prosocial behavior online more often than they receive it in response (by 5%); (3) teenage girls perform and receive prosocial behavior more often than teenage boys (by 11.5% and 10%, respectively); (4) the most frequent type of prosocial behavior in social networks is emotional support for others (I cheered someone up) and relationship support (I said friendly words to someone, I made a compliment), the least frequent is an open display of sympathy (I made it clear that I like him) and help with homework at school (I helped with homework). Conclusion. The prosocial activity of adolescents in social networks, as well as in offline mode, is aimed at maintaining interpersonal relationships with peers and is less associated with assistance in educational activities. Prosocial online contacts promote safe behavior in social networks, increase the social capital of adolescents, and serve as a means of preventing Internet risks.

Keywords: prosocial behavior, social networks, teenagers, communication

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SOCIAL STRUCTURE AND SELF IN STUDENTS' ACADEMIC EXPERIENCES

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Abstract: Education is recognized as the most important route to social mobility. Quality education is associated with promises of occupational success and economic prosperity and a better life. It is this hope for a better future that guides innumerable parents from lower social class backgrounds in India to try and secure a place for their children in private schools- institutions that hold the promise of good quality. This study (consisting of two parts) was designed to explore the impact of social structure on the experience of exclusion at school, self-esteem, academic efficacy, and engagement of students using self-report measures. For the purpose of the study, the social structural variables of class and caste (caste is an integral component of Indian society's social structure) were examined. For the study with social class, the sample included EWS students (n=170) and non-EWS students (n=170). For the study with caste, the sample included students from the reserved category (including students from scheduled caste, scheduled tribe and other backward classes; n=134) and general category students (n=134). School exclusion and self-esteem emerged as significant processes that mediate the relation between social structural variables of class and caste and student outcomes. The study has implications for creating more inclusive classrooms.

Keywords: social structure, self-esteem, academic efficacy

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PSYCHOLOGICAL PORTRAIT OF A MODERN YOUNG GAMBLER

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Abstract: This work is an attempt to describe the psychological profile of a modern young gambler. We have made a suggestion that they are either characterized by aggressiveness or have expectations of aggression as an aggressive image of the world. In this work we studied hostility, while adhered to the principles of syndrome analysis. Methods and techniques included Mini-Mult Test, The Buss-Perry Aggression Questionnaire, The Humorous Phrases Test (HPT), The Hand Test, Psychological Conversation. Persistent attendants of computer clubs in Dubna, Moscow oblast, 59 young people aged from 16 to 28 – 34 young men and 25 young women – participated in the research. Among them 40% of the participants spend more than 4 hours per day gaming. Participation in the research was voluntary. Conclusions 1. The participants of the research prefer massive multiplayer online (MMO) games, role-playing games (RPG) being the most popular (75%). Increases in profile were identified for 36 subjects on the hypochondria scale and for 32 subjects on the psychasthenia scale. The control group revealed more harmonic profiles. Personality traits are more balanced; in most cases the leading peak is registered on scale 9 (optimism scale). For average MMPI profiles differences between gamblers and the control group on the schizoid disorder scale are at a trend level ($p = 0.07$). Most basic scales of the MMPI test have strong positive correlation with hostility as a factor of being ready for aggression. 2. According to the Humorous Phrases Test, the most important topics among gamblers are human folly, gender relationships, fashion, carrier, and money. Hypochondriasis, depressiveness, hysteria, and psychopathy in the MMPI profiles are related to the topics of the HPT. Sensitivity of gamers to fashion and folly topics can be interpreted as problems with communication, fear to look ridiculous, unattractive. Fear to look ridiculous proves that gamblers are maladaptive.

Keywords: gambling, schizoid personality, hostility, expectation of aggression, hostile image of the world

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DIGITAL SOCIALIZATION IN MEDIA AND YOUTH: CHALLENGES TO PSYCHOLOGY

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Abstract: Socialization through social media is increasing across all age groups. In those digital spaces, individual and collective subjective contents are transformed, produced and developed. It is important to discuss social media as spaces that enable new socialization processes, in order to understand in what way, people transform behaviors and imaginaries under the influence of technology, innovation, and globalization. The conditions in which the constitution of subjectivity occurs are modified, thus changing the ways of being in the world. There are different ways of working, of interacting with family and friends, of recreating oneself, of participating in politics and institutions, of constructing individual and collective identities and, therefore, of conditioning mental health. It is necessary to understand the interaction between traditional socialization and digital socialization, especially among the younger generations. That allows us to predict areas of opportunity and risks in a changing society. The conference is based on the concept of digital socialization, which puts the emphasis on the understanding of a phenomenon with an individual and social character that enables the transmission and construction of identities (tradition, culture). Construction of identities (tradition, culture, roles, among others). The lecture presents conceptual elements for the understanding of the phenomenon and its consequences. Its agenda is: a conceptual presentation of the process of digital socialization; Some reflections in the various areas of daily life (personal, work/study, interpersonal, socio-political and free time) and some potential impacts on mental health in the cognitive, emotional and behavioral order. Some challenges for mental health are shown which is supported by some empirical evidence. The future paths in the approach to this object of study are considered.

Keywords: digital socialization, traditional socialization, behaviors

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OPERATING WITH THE RELATIONS OF OPPOSITES BY 5-8 YEAR-OLD CHILDREN: A LONGITUDINAL STUDY

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Abstract: The preschoolers' ability to operate with relations of opposites is associated with creative abilities, understanding the conservation processes as well as with conflict resolution. This study was carried out in line with the structural-dialectical approach, in which operating with the relations of opposites is a key aspect for performing dialectical mental actions. The development of formal-logical operations in children was also monitored. It was assumed that operating with the relations of opposites by children could be associated with such actions as seriation and mediation. Seriation, according to Piaget, is the primary reality that allows one to think in terms of relationships. Earlier studies showed that children are able to overcome opposite relationships and perform an act of mediation. In total 92 children aged 5-6, 6-7 and 7-8 years participated in the study of dialectical actions. Techniques included "Drawing an unusual tree", "What can be both at the same time?", and "Cycles". While 58 children took part in the formal-logical thinking study in which J. Piaget's tests "Probability", "Scales", and "Mechanical curve" were used. Preschool age is sensitive to the development of the operation with the opposites via formal and dialectical mental actions (such as transformation, seriation, mediation). The ability to perform mediation (i.e., to find a single object that has two opposites present) is formed already at the age of 5-6 and is closely related to overcoming opposites based on the developmental processes understanding at the age of 5-7. A positive correlation was discovered between children's understanding of formal multiplicative spatial relations (the ability to coordinate two differently directed movements to create a single image) and operating with the relations of opposites via mediation.

Keywords: operating with the relations of opposites, dialectical thinking actions, logical operations, serialization, preschool age, junior school age

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STRATEGIES OF PROMOTING PROSOCIAL BEHAVIOURS AMONG CHILDREN (7-11 YRS) WHO WATCH CARTOONS

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Abstract: Children social formation is influenced by several factors. Some of which include, play reading, and watching programs among others. While psychologists are interested in the study of the child's holistic development, there are other people involved in the child's socialization, for instance, teachers, parents and the care givers. Other environmental factors that influence child's social development include play and school engagement. Children also develop their behavior from the environment. The global 21st Development in Technology has led utilization of online socialization by both adults and children. In the current digitized world, cartoon watching is one of the methods of child socialization. Cartoon watching may impact the child either positively or negatively. This has necessitated the current study to investigate strategies that may be included in promoting the positive influences of cartoon watching versus the negative ones. In addition, children have gained access to the digital gargets. There are cases when children are left on their own as the parents and care givers engage in other day today activities. Hence, child cartoon programs are not guided as may be expected. As much as the parents, teachers and significant others are responsible for monitoring socialization of children, there are lapses where sufficient monitoring of the child is not availed. This contributes to the 21st century demand for work engagement for such of provision of the family in the ever strained economy. As a result, children are left to watch programs of their choice. In this regard, this study will seek to establish strategies that may promote positive behavior of a child. This study will be guided by the views of "the social cognitive theory" by Albert Bandura (1986). The study will include the following objectives: establishing the roles of different care givers who may be involved in the child's day to day interaction with the environment, the availability of the digital gargets, time available for watching cartoons and ways of enhancing prosocial behavior in carton watching. This study will suggest ways of enhancing positive cartoon watching. The study will benefit the parents, psychologists and the school systems.

Keywords: child socialization, watching cartoons, enhancing prosocial behavior

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CHILDREN'S MENTAL AND PHYSICAL HEALTH

MEMORY IN THE MIRROR OF A FAIRY TALE

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Abstract: Memory has long been an integral part of culture. Long before the emergence of psychology as a science, different forms of memory appeared in legends and fairy tales. We can recall Wilhelm Gauß's fairy tale "The Caliph-stork". Caliph forgets the magic word "mutabor" and therefore cannot turn back from a bird into a man. Interestingly, the mechanism of forgetting is described: Caliph, who turned into a stork on his own free will, is distracted and laughs. Apparently, this is one of the first cases of the description of the inhibition of memory traces by interference. The scientific characteristic of this mechanism of forgetting appeared only in 1905. We also find a case of bad memory in the Strugatsky brothers' fairy tale "Monday begins on Saturday": the talking cat Vasily cannot remember a single fairy tale to the end. In the future kittens with "genetic sclerotic memory" appear in his family. Memory can help out of trouble. In the fairy tale "In the Land of Unlearned Lessons" (1969), the cute lazy and sloppy Viktor Perestukin and his cat Kuzya find themselves in a magical land. There they meet with various situations of the educational process in which the boy failed. This fairy tale was published long before Russian neuropsychologists began to study difficulties in the development of memory in younger schoolchildren. Another example of help from memory we find in the fairy tale "Tom Thumb": a smart kid throws small pebbles on the road to save his brothers from the forest. This is an example of the effectiveness of memorization using special means. In conclusion, it should be said that the images of memory in fairy tales solve the important task of finding a new, unusual, humorous view of memory, its functions and capabilities.

Keywords: psychology, memory, fairy tale, culture

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WORKING WITH VIDEO IN ASSESSMENT AND PSYCHOTHERAPY OF AFFECTIVE-BEHAVIORAL DEVELOPMENT DISORDERS

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Abstract: The included therapeutic observation with videography and analysis of video recordings of patients' behavior during the psychotherapeutic consultations provides a convincing alternative to cognitive and verbal methods of studying affect and behavior. This refers especially to the patients of early age and the ones with severe disorders of affect and behavior. The nature of affect is easier and more natural to detect by a method that directly elicits and works with it and is sensitive to current changes in a child's emotional states. We propose a new direction – the use of videography and analysis of video recordings of a child's behavior in the framework of psychotherapeutic consultations with the open participation of the operator. The analysis uses the author's dynamic classification of affective-behavioral development with a qualitative-quantitative form of results' presentation. The data show the directions of development in different affective-behavioral complexes (ABC, Bardyshevskaya, 2012-2022). Each ABC is determined by its motive of development. The ABC includes a special repertoire of emotions, behaviors, connections with objects and people (types of connections within each ABC and with other ABC reflect them), symbolic activity, ways to prevent emotional breakdowns. There are 5 early-forming ABCs: the ABC of psychophysiological survival, the symbiosis-based ABC, the ABC of expansion, the play-dialogue and attachment ABC, the role-play ABC. According to the dynamics of emotions, behavior, contact, symbolic activity, the vectors of development of 14 types of behavior are defined. The central vector of abnormal development is distortion. The vectors going from it and to it (from high norm, norm, delay, damage, decay to distortion, and in the opposite direction) are easily seen in video and can be used for prognosis of further development. We spread N.A. Bernstein's idea of the role of anticipation and an image of the future in the construction of movements to the whole development, which is at least partly under child's choice and control. An open video recording of a consultation has therapeutic impact for the child: general activation, disclosure of latent, incomplete patterns, opening of hidden achievements, strengthening of reflection and forming autobiographical memory. Analysis of video recordings according to the suggested scheme has advantages: (1) accuracy and funding of diagnostics due to expert evaluation,

a directed selection of episodes (for the certain ABC and for the certain vector of development); (2) flexibility: from express diagnostics (just the dominant and leading ABCs at the moment, the birth and dynamics of a new behaviour) to a longitudinal study, confirming the primary short assessment; (3) unique diagnostics of the symbolizing of current experience; (4) refined selection of optimal therapeutic loads. For students video study of previously identified and systematized developmental patterns gives a time-saving and deeper alternative to traditional perennial supervisions “in words”. We do such trainings at the psychology department at Moscow State University. More information can be found in the author’s book “Videography of development and analysis of video recordings in clinical psychology” (Bardyshevskaya M., Moscow University Publishing House, 2023).

Keywords: affective-behavioral, autobiographical memory, perennial supervisions

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FUNDAMENTALS OF CORRECTIONAL WORK WITH SCHOOL-AGED CHILDREN WITH MENTAL DISABILITIES

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Abstract: The scientific work describes the main theoretical provisions that were used in the study and provision of psychological and pedagogical assistance to children with intellectual disabilities. The main stages of building effective interaction with children with intellectual disabilities in the process of learning and development are highlighted. The continuous care of children with special developmental needs plays the most important role in the system of special education. The relevance of the chosen topic consists in that nowadays it is necessary to organize special conditions of socio-pedagogical support for children of school age. This will provide optimal conditions for training and education of children with disabilities in school educational institutions. Corrective work with children with disabilities should be carried out on the basis of diagnostics of the child's condition, as well as the adopted individual program of their development. The corrective orientation of the educational process consists in the pedagogical impact of special methods and techniques that stimulate compensatory processes in cognitive development of the child. Diagnostics of children with intellectual disabilities is connected with considerable difficulties and is caused by individual-personal features. The purpose of the work is to explore the possibilities of psychological-corrective work with school-age children who have psychological problems. The theoretical chapter of the work examines the state of the problem under study in defectology, speech therapy, psychology and medicine. The research methods include observation, comparison, experiment, and interview. In conclusion, it is worth noting the need for remedial work with children who have mental disorders. They need a special individual program that will promote the development of the child, create conditions for the realization of their inner potential, help to overcome and compensate for obstacles to development.

Keywords: autistic spectrum disorders, correction of mentally disabled people, corrective work, Down syndrome, mental disability, special education, supportive work, teaching methods

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DIGITAL DAILY LIFE OF GLAMOUR AND RISKS IN THE DEVELOPMENT OF CHILDREN'S SELF-AWARENESS

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Abstract: Cultural-historical clinical psychology understands a disorder in the development of personality as a product of culture. Namely, the disorder represents self-awareness, which incorporates images and conflicts already existing in the culture and interiorized by children. In this framework, this paper discusses glamor trends in children's subculture, particularly among children aged between six and eight, and their influence on children's behaviors and interests. In the Russian society, glamor subculture became popular in the late 1990s and remains widespread nowadays. The paper analyses textual and visual contents of musical clips aimed at children of the above-mentioned age group and performed by children of approximately the same age. A special emphasis was made on popular songs with millions of views, which are easily available online (e.g., on YouTube). These provide material for reconstruction of values promoted among children by the popular culture. Many of these values are a part and parcel of glamor subculture.

Moreover, the paper discusses reception of these values among children. The original method developed by Natalia Burlakova and Viktoria Uvarkina "Choose the Photo You Like Most" aids to investigate personal identifications of children and the degree of internalization of promoted values. The method includes choosing a preferred photo and discussing it with the psychologist. The results of the test are supplemented with the complaints voiced by parents during psychological consultations. The analyzed materials demonstrate the active presence of glamor in children's popular culture. The glamor values are internalized by children to a significant degree and are often reflected in children's behaviors (e.g., value of being cool, interest in the luxury brands, scrupulous process of choosing clothes). Embracement of this trend produces specific risks for children's self-awareness. These include inattentiveness to authentic inner experience and self-expression, concentration on external appearance, attributes of social status and neglect to other values.

Keywords: glamorization, self-awareness, digital daily life, cultural-historical clinical psychology

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ONLINE COUNSELING FOR CHILDREN OF REFUGEE AND INTERNALLY DISPLACED FAMILIES: BARRIERS AND DEVELOPMENT PROSPECTS

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Abstract: Relevance. The problem of socio-psychological adaptation of refugee and internally displaced families should be considered in the context of the task of general adaptation for migrants and assistance provided at all levels of government with the involvement of psychological and social services of the Russian Federation. The use of online psychological assistance technologies will help to solve a number of important issues related to the speed of assistance, the availability of specialists, etc. The most vulnerable social group are children and adolescents who face difficulties in adapting to school, in overcoming cultural shock, which does not contribute to full integration into the Russian community. Childhood traumas, as a rule, are an insurmountable barrier to socialization in the future, family, career, and civil. There is a contradiction between the possibilities and limitations of online counseling for children of refugee and internally displaced families. Objective is to assess the barriers of psychological online counseling for children of refugee and internally displaced families in the context of development. Materials and methods of research included online counseling of children from displaced families within the framework of the project “Life goes on”, implemented with a grant from the President of the Russian Federation, presented by the Presidential Grants Fund No. 22-3-002449. 15 online consultations were conducted within the framework of the family system approach. Main results. The main groups of factors affecting the quality of online counseling for children in a situation of isolation from the usual social environment in-

clude the following: 1) psychophysiological features (age, manifestations of disinhibition, high level of anxiety, emotional lability, uncontrolled anger); 2) the degree of severity of mental traumatization; 3) the unpreparedness of the family system for changes. The above factors make it possible to demonstrate the imbalance between the needs and limitations of online care and its proven therapeutic capability [Fedonnikov A. S., 2020]. Conclusion. Institutionalization of psychological online counseling for families of refugees and internally displaced people is a long-term process for the adaptation and integration of children into the social order at a new place of residence.

Keywords: online counseling, children, refugees, internally displaced people

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USE OF VIDEO GAMES AND THEIR RELATIONSHIP WITH PROTECTIVE FACTORS OF MENTAL HEALTH

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Abstract: Using technology is a necessity these days. They are used not only for entertainment purposes, but also for educational purposes, and are also used as an alternative at work. There has been an increase in the use of mobile devices by children and adolescents. At the same time, sleep disturbances, fatigue and increased obesity are also noted, which is associated with excessive use of various electronic devices: cell phones, televisions, tablets, computers and game consoles. Technology addiction is characterized by an inability to control behavior, the compulsion to carry it out, and discomfort if the behavior is prevented or stopped, even if the subject is aware of its harm. In the specific case of video game addiction, difficulties arise in the socialization process. The subject experiences emptiness, depression, or irritability when not playing, and often neglects personal hygiene and conditions such as sleep disorders. Thus, it can be argued that problematic video game use is associated with several risk factors and mental health problems. In this regard, authors such as Fernandez-Castillo E., Concepcion-Martinez A. and Herrera-Jimenez L.F. (2022), in a study of 163 Cuban adolescents, found frequent video game use. They found an age of onset of use between 5 and 10 years and a pattern of recreational use, mainly during the week. Secondly, it was found that during this stage of confinement as a result of COVID-19 they report an increase in the use of internet, social networks and also video games compared to previous stages. Positive correlations were established between the development of protective factors, prosocial behavior and the decrease in dependence on video games, and between the presence of risk factors and the increase in this dependence, with a more unfavorable situation for males. It is necessary to develop intervention actions in this area.

Keywords: education, video game, addiction, COVID-19

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RISKS OF TEENAGERS' GADGET ADDICTION IN THE DIGITAL WORLD

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Abstract: Gadgets play a huge role in today's society. Technology is used for various purposes, most often communicative, entertaining and educational. Every year, technologies develop at a larger scale, erasing the age limits of the user. Unfortunately, new technologies do not always have a positive impact on children, especially adolescents, the most important period in the process of personality formation. This study examines the main risks of adolescent gadget addiction in the digital world. In addition, the features of the manifestation of gadget addiction, the complexity of interacting with children with identified gadget addiction are determined, recommendations are made for all participants in the educational process. The purpose of the study is to investigate and to describe the features and risks of gadget addiction of modern teenagers in the digital world. Research methods include study of literature and other sources, generalization, observation, conversation, survey, testing, experiment. The present study involved 30 respondents studying at the Municipal Budgetary Educational Institution of the Arkhangelsk Secondary School of the Solovetsky Yung. All subjects are 11-12 years old. Among them, 14 girls and 16 boys. The results of the work determine the prospects for an in-depth study of this problem, minimize the risks that affect development, and are also necessary to provide timely assistance to adolescents with identified gadget addiction. The results of the study can be useful not only for teachers, but also for students and their parents, for mutual understanding. Memos have been developed for teachers and parents on monitoring and minimizing risks when teenagers use gadgets. During the web quest, teenagers formulated recommendations for peers on self-control and the safe use of gadgets; using gaming solutions, students gained experience in the productive use of gadgets in their lives.

Keywords: gadget dependence, digital world, socialization of teenagers in the digital world.

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THE IMPACT OF DIGITALIZATION ON CHILDREN WITH SEVERE SPEECH DISORDERS (SSD)

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Abstract: The topic of the impact of digitalization on children with severe speech disorders (SSD) is relevant because every year more and more children start using smartphones, tablets and computers to learn, play and communicate with other people. However, children with SSD may be particularly vulnerable to the negative effects of digitalization. Therefore, the issue of the impact of digitalization on children with SSD is important for parents and teachers. Digitalization has a huge impact on various aspects of lives for children of severe speech disorders. One of the main advantages of digitalization for such children is the possibility of using special programs and applications that help them develop speech and communication skills. For example, special educational applications for children with speech disorders that help them learn to pronounce sounds and words correctly, as well as develop reading and writing skills. Such applications can be used as an addition to regular classes with a psychologist, and as an independent tool for speech development. Observation of children with SSD has shown that the use of a computer optimizes the process of speech correction, and also contributes to the harmonization of child development. Thanks to the use of information and communication technologies in psychological work, the cognitive activity of children increases. The use of presentations, computer technologies increase the effectiveness of correctional and pedagogical work. However, despite all the advantages of digitalization, its impact on children with severe speech disorders can be ambiguous. Studies conducted on this topic have shown that excessive use of digital technologies can lead to deterioration of communication skills in such children as well as inhibit their development in general. They will be inactive and obese, will have difficulty sleeping and may show aggression. In addition, modern children are very susceptible to “clip thinking”, which arises in response to the abundant flow of information. In general, the impact of digitalization on children with TNR depends on how this technology is used. Parents and teachers should ensure the correct use of gadgets and programs, as well as control the time spent by children in front of the screen. This will help to avoid possible problems and maximize the opportunities provided by digitalization.

Keywords: severe speech impairment, digitalization, adaptation

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USE OF GADGETS AND SOCIAL NETWORKS BY ADOLESCENTS OF DIFFERENT GENDERS: GIRLS AS A RISK GROUP

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Abstract: Relevance. The use of social media and gadgets may help to explain gender differences in adolescents' subjective well-being, in particular, the lower well-being of adolescent girls, especially declining in the last decade (e.g., Twenge & Martin, 2020). The purpose of the study was to examine the specificity of girls' social media use as a possible source of their lower well-being. Research Methods and Sample. The study was conducted on a sample of 5635 Russian high school students ($M=16.81$, $SD=0.68$, 41% boys). Social media dependence was measured with the Bergen scale (Andreassen et al., 2016, Kornienko et al., 2023) (Cronbach's $\alpha=0.77$). The frequency of daily use of social media and gadgets on the watch and motives for social media use were also measured. To assess subjective well-being (SWB), questions assessing usual well-being and the level of happiness over the past day and two non-verbal scales characterizing attitudes towards school and life were used. Main results. Social media dependence and SWB aggregate score showed an inverse correlation ($r=-0.19$; $p\leq 0.001$). ANOVA results confirmed that increasing time spent on social media and gadgets had a negative impact on SWB, but well-being only decreased when the time exceeded 3 hours per day, which is consistent with past research (Bruggeman et al., 2019). In order to examine the associations of these measures with SWB while controlling for gender, a path model was constructed in which time spent on social media predicted social media dependence and SWB, and time spent on gadgets predicted only SWB, with all of these variables and factors dependent on gender. Evaluation of this model confirmed its excellent fit to the data: $\chi^2=68.33$; $df=14$; $p\leq 0.001$; $CFI=0.993$; $TLI=0.985$; $RMSEA=0.026$. It follows from the obtained model that girls spend significantly more time on social networks and gadgets, they have more pronounced dependence on social media and

this indirectly (along with the direct effect) leads to a decrease in their SWB. Conclusion. The obtained results correlate with foreign data showing how the use of social media and gadgets affects the SWB of adolescents of different genders. The findings have important practical implications, allowing a better understanding of the factors linking the use of social media, gadgets and subjective well-being of adolescent girls.

Keywords: gadgets, social media, social networks

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ASSOCIATION OF SMARTPHONE ADDICTION WITH DEPRESSION AND ANXIETY IN SRI LANKAN YOUNG ADULTS

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Abstract: Smartphone addiction is a growing concern in modern technophilic society. The main objective of the present study was to explore the association of smartphone addiction with depression and anxiety in Sri Lankan young adults. The specific objective of the study was to translate the Smartphone Addiction Scale – Short Version (Kown et al, 2013b) into Sinhala and do a partial validation to adapt it in the Sri Lankan context. The study adopted a cross-sectional, non-experimental, and quantitative research design. The study sample consisted of 786 Sri Lankan young adults between the ages of 18 and 25 years who were active smartphone users. Data were collected exclusively online and the participants were recruited through convenience and snowball sampling techniques. The 10-item SAS-SV was used to assess smartphone addiction in the sample. The depression and anxiety subscales of DASS-21 (Lovibond & Lovibond, 1995) were used to assess depression and anxiety of participants. A systematic and standard procedure was followed to translate the SAS-SV in to Sinhala and the content and consensual validity of the scale were established using the Delphi process. The translated SAS-SV Sinhala version demonstrated high internal consistency reliability of Cronbach's alpha .87. Pearson correlation coefficient was computed to assess the strength and direction of the linear relationship between smartphone addiction, depression, and anxiety. A multiple linear regression analysis was conducted to determine the proportion of variance in smartphone addiction that could be explained by depression and anxiety. The results of correlation analysis indicated that depression and anxiety were significantly and positively correlated to smartphone addiction. The results of the multiple regression analysis indicated that depression and anxiety significantly predicted smartphone addiction. The findings of the present study emphasize the importance of addressing the underlying psychological issues of young adults and encouraging them to productively use their smartphones.

Keywords: smartphone, addiction, depression, anxiety, young adults

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CHILDREN'S ADDICTION ON THE DIGITAL WORLD: REASONS AND POSSIBLE SOLUTIONS

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Abstract: 9% of children and young people all over the world are officially diagnosed with addiction. To identify the reasons of the children's gadgets addiction this research was conducted as a 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: Frolova O.S., Fakhrieva O.N., Konoshenko K.N. The research surveys and interviews were conducted with 30 groups: students of a general education school aged from 12 to 14 and their families (parents, siblings and immediate family members). In a secondary school, an observation was made among 5th and 8th graders for 3 months in order to identify adolescents' dependence on phones. Based on the results of all types of research, the problem of addiction to gadgets and its reasons were identified, and steps to overcome this addiction were developed. Parents' awareness of the illusory perception of the reasons for children's gadget addiction and the ways how to solve this problem. The necessity to show to a child a cause-and-effect relationship of the gadget addiction and the idea that it is their growth point which is important to let them live a real life. The lack of quality relationships in families has led to teenagers' smartphone addiction. (1) If a family realizes their goals, traditions and there are healthy relationships between parents and good quality time together, children do not go into gadgets. (2) Children's gadget addiction is formed by parents focusing on their career, not giving necessary attention to their children. In order to treat their children's addiction to gadgets parents should (1) support the interests of the kids, help them find answers to any questions, and (2) to take into account the child's individuality and strengths.

Keywords: reasons for teenager's smartphone addiction

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CORRECTIVE CLASSES WITH CHILDREN WITH INTELLECTUAL DISABILITIES IN THE ONLINE FORMAT AND DISTANT INTERACTION WITH THEIR FAMILIES: THE VIEW OF THE TEACHER AND THE PARENT

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Abstract: The relevance of the problem of distant interaction with families raising children with mental disabilities is determined by the need to involve in the correctional and educational process a significant number of children with the same rare diagnoses, keeping in mind that in a single town or village in the country there are usually a small number of such children, sometimes such cases are literally unique. The events of recent years connected with covid-19 and post-covid restrictions, along with the complicated political situation, have further highlighted the need for a rapid response to the educational needs of this category of families. The purpose of our study is to analyze the available experience in the organization of distant assistance and counselling for children with mental disabilities, to point out the strengths and weaknesses of the proposed forms of work in order to optimize the process of online classes with this category of children and parents. In our work we rely on the opinion of teachers who participated in our projects for children with disabilities, as well as on the opinion of the parental audience in our educational projects. Based on the identified advantages and disadvantages of the main models of distant lessons and consultations, we propose a model of distant interaction with children and parents to optimize the corrective and developmental process organized in online format.

Keywords: corrective classes, online, distant, intellectual disabilities, interaction

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PRESERVING THE HEALTH OF THE CHILD IN THE PROCESS OF SOCIALIZATION IN THE DIGITAL WORLD

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Abstract: The relevance is due to the fact that one of the most important tasks in the field of education today is the problem of preserving the health of students. A safe educational environment acts as a condition for effective interpersonal interaction, contributing to the development of a psychologically healthy personality. The aim is to study the conditions for preserving the mental and physical health of a child in the process of socialization in the digital world. Methods include the analysis of publications on the research problem, observation, conversations with children, their parents, teachers, questionnaires. The main results. The real study of the surrounding reality is replaced by a virtual one, which sharply limits the possibilities of cognition. The child's brain does not receive experience, without which it cannot develop. The most important parts of the brain responsible for concentration, empathy, self-control, decision-making do not develop, leading to brain tissues atrophy. Digitalization contributes to the loss of cognitive functions. First of all, it affects thinking skills, a decrease in the ability to critically assess facts and in the orientation in information flows, as well as in mental performance. One of the identified consequences of digitalization is the elimination of systemic and analytical thinking in children: the brain loses the ability to construct an image of the future, setting goals for itself. Conclusion. The problem of health preservation in the conditions of digital socialization is reaching the level of a national one having one of the highest priorities. This is the only way we can preserve the main strategic resource that forms the basis of the potential of any state and its future. Accelerated progress towards global digitalization, as well as consideration of the possibility of its introduction into the education system, require deep and comprehensive research, analysis and generalization.

Keywords: health, child, socialization, digital world, health care, digitalization, safe educational environment

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SOCIAL NETWORKS AND MENTAL HEALTH IN CHILDHOOD AND ADOLESCENCE: A REVIEW OF THE STATE OF THE ART IN SPANISH AND ENGLISH SPEAKING COUNTRIES

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Abstract: Social networks constitute an emerging socialization ecosystem on which new research questions and evidence of their impact on different aspects of social life and human psychology continue to be produced. These imply a challenge for society, for science and for the formulation of public policies aimed at regulating their uses and preventing their negative effects on psychosocial variables. Childhood and adolescence are two critical stages of the life cycle for socialization, personality construction and mental health, in which there is permanent exposure to social networks and their effects. It is therefore necessary to ask ourselves how these networks influence the mental health and development of children and adolescents. The present literature review aims to identify and analyze the research production in relation to the use of social networks by children and adolescents and their psychosocial and mental health consequences. The review covers the period of the last ten years and covers research production in Spanish-speaking and English-speaking countries. Five lines are identified in which information on the influence of social networks on mental health can be organized: biological and behavioral consequences, association with psychopathological variables, association with other individual psychological variables, risk factors, protection factors, and opportunities in the use of social networks, and social networks and identity construction. The findings allow to generate a public reflection on the regulation and promotion of the uses of social networks for this population and the prevention of risk factors for their mental health

Keywords: social networks, mental health, risk factors, protective factors.

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FEATURES OF COMPUTER ADDICTION IN ADOLESCENTS FROM COMPLETE AND SINGLE-PARENT FAMILIES

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Abstract: Today, virtual reality is becoming the reality where teenagers spend most of their time, often this develops into addiction. As psychotherapist V. A. Burova notes, the term "dependence" (addiction) was "borrowed from the lexicon of psychiatrists to facilitate the identification of the problem of the Internet by associating it with characteristic social and psychological problems. The problem of computer addiction in adolescents arose most acutely during the period of rapid development of information technology and modern children do not imagine their life, leisure and study without a computer. Psychologists are sounding the alarm that computer games cause addiction, which is analogous to drug addiction. Currently, the computer takes the first place in importance in the life of a teenager. Teenagers are mostly at risk. This difficult period of puberty exposes many acute problems and imperfections of young people. Many people fail to cope with the internal and external conflicts that have arisen, as a result, there appears a desire to escape from reality, which contributes to the emergence of computer addiction. The purpose of our study is to study the features of computer addiction in adolescents from complete and single-parent families. For the study, we used the Kimberly-Young test for Internet addiction and screening diagnostics of computer addiction. Our study involved 150 adolescents aged 14-15 years. Adolescents are showing an average level of Internet addiction. This means that most teenagers are at risk of Internet addiction. Among the adolescents surveyed, almost an equal number of people are at the stage of passion and at the first stage of computer addiction, while a small number of respondents were identified at extreme values. The second stage of dependence was not revealed among the respondents.

Keywords: family, teenager, internet addiction, addiction, complete family
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FROM PSYCHOLOGICAL ASSESSMENT TO INTERVENTION IN DIGITAL ENVIRONMENT

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Abstract: Covid-19 pandemics exerted limitations and fostered developments in clinical psychology assessment, intervention, education and supervision practices. The hard-to-reach professional services are becoming more available, new technological solutions are offered for both assessment and therapeutic techniques, communication between different parties is facilitated and, while disembodied, the Internet-assisted interaction must be thought as an ecologically valid one in contemporary world. We propose a term “telepathopsychology” for a discipline that designates both the clinical and abnormal psychology practices in virtual format and the scientific study of risks for health inherent to the usage of digital technologies. The practice of Internet-assisted clinical psychological assessment can be conceptualized using the metaphor of dramatic action to underline some particularities that distinguish it from ordinary assessment. The construct of “performance” points to the role-taking aspect inherent in any virtual behavior and importance of the process of mutual creation of the images of both the psychologist and the client. The idea of “curtains” indicates the limitation of space and a special focus that leaves important circumstances “behind the stage”, including people that can perform as prompters or audience. “Stage direction” involves idea and “liberal theatre” with possibilities for rule-breaking, role-reversals and enjoyment of omnipotence, in example via cheating on psychologist and of Internet being a “deviant place”. Finally, metaphor singles out the need for creativity and openness to experience required from both psychologist and the client. For both assessment and psychotherapy intervention in the digital format does not present critical technical difficulties and opens opportunities to develop a more contemporary, open, non-expert, participatory and help-oriented approach, particularly when working with children.

Keywords: psychological assessment, psychotherapy, virtual format, telepathopsychology

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KNOWLEDGE ABOUT ORAL HYGIENE IN ADOLESCENTS OF A SECONDARY SCHOOL: INFLUENCE OF THE COMMUNICATIVE DIMENSION

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Abstract: Relevance. Communication regarded as an external condition that permits the psychological development of subjects, turns into a useful tool in the area of health to modify lifestyles, especially when patients are in their childhood years. The Cuban National Program for Dentistry Attention to the People establishes children and adolescents among their prioritized groups. For these ages, it proposes educational programs that, from the communicative dimension, seek to increase the knowledge about oral health with various educational techniques. The undertaken research resulted valuable because it demonstrated the influence of the communicative dimension in education on oral health, validating the educational techniques used as effective. Purpose is to determine if the educational and communicative techniques of the palm tree, the talk, the demonstration and group dynamics on the topics of oral hygiene influence the knowledge of eighth-grade students of the Secondary School “Felipe Poey” in Plaza municipality. Methods. Research with a quantitative approach was undertaken of a quasi- experimental design with pretest and post-test. The study involved the intact groups from the Secondary School “Felipe Poey” in Plaza municipality, Havana, in the period April-May, 2023. A non-probability sampling of volunteer participants, including 47 students from 2 groups of adolescents who gave their consent after being discussed what the workshop was going to be about was analyzed. Results. The level of knowledge about oral hygiene in the adolescents before the workshop was low. Once the techniques were applied, the level of knowledge increased in 93.6% of the studied cases, meaning they increased to medium and high level after the intervention. Conclusion. The educational and communicative techniques of the palm tree, the talk, the demonstration and group dynamic on the topics of oral hygiene, were effective due to the aug-

mentation of knowledge of the eighth-grade students from the Secondary School “Felipe Poey” in Plaza municipality.

Keywords: adolescence, oral hygiene, educational communication, knowledge, lifestyle

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PSYCHOLOGICAL WELL-BEING AND MENTAL HEALTH OF ADOLESCENTS

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Abstract: Demographic, socio-cultural, technological information, and communication changes in the country affect the mental state of young people, their emotional and psychological state, as well as the degree of their social adaptation and self-realization. Therefore, the study and understanding of the mechanisms that affect psychological well-being and mental health of young people in a transitive society is a key and urgent task for modern psychology. Not only the personal development of young people depends on this, but also, more broadly, the socio-economic well-being of society as a whole. The purpose is to study the factors affecting psychological well-being, life satisfaction and mental health of young people. Psychological well-being and mental health were studied with the Scales of psychological well-being, Satisfaction with life scale, WHO5. Factors affecting well-being and mental health were studied with Multiple stimulus types ambiguity tolerance scale-I; Hardiness questionnaire; General self-efficacy scale; Self-control scale; Test of meaningful life orientations. The study involved 68 students. 83.82% of this sample are students aged 17-18 ($M=17.79$; $SD=0.41$). Mathematical analysis was carried out on this sample of 57 teenagers. Results. Positive correlations were found between well-being and hardiness, involvement, control, acceptance of uncertainty and its preference. With an increase in life satisfaction, mental health, the well-being significantly increases. Negative correlations were obtained between well-being and inability to maintain positive relationships with others. Conclusion. Adolescents with high psychological well-being and mental health are self-confident. They are convinced that their activities can change the situation for the better. They adhere to the principle "There are no failures, there is only experience." They have life goals and meaning in life. They are able to control their lives, freely make decisions, set goals and implement them in life. They believe that their life is interesting and emotionally rich.

Keywords: hardiness, self-efficacy, tolerance, self-control, psychological well-being

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PECULIARITIES OF COPING BEHAVIOR IN ADOLESCENTS WITH DIFFERENT EXTENT OF INTERNET ADDICTION

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Abstract: Adolescence is one of the critical stages in man's personal development, therefore this age group is more susceptible to stress because of the low ability to cope with challenging circumstances. The main purpose of coping behaviour is to restore the emotional balance and the relationship between the individual and the environment, as well as to reduce the associated psychological discomfort. The aim of the study is to explore and describe the features of coping behaviour in adolescents with differing levels of Internet addiction. The research sample comprised 75 people aged from 14 to 16. The authors used testing methods to study coping behavior and Internet addiction, as well as the methods of mathematical statistics. The following results were obtained in the course of the research: First, "Confrontation", "Distancing" and "Escape – Avoidance" strategies proved to correlate positively with the level of Internet addiction. Second, adolescents with no Internet addiction tend to use for the most part relatively adaptive cognitive and behavioural coping strategies as well as adaptive emotional coping strategies. Adolescents with obvious passion for Internet and tendency towards addiction most often use relatively adaptive cognitive and behavioural coping strategies as well as adaptive emotional coping strategies. Meanwhile adolescents with actual addiction also use relative adaptive cognitive and behavioural coping strategies, though accompanied by maladaptive emotional coping strategies. Thus, the increasing level of Internet addiction correlates with the growing frequency of non-adaptive coping strategies. Adolescents' withdrawal to virtual space as one of the ways to cope with a stressful situation affects their emotional level to a great extent. The consideration of peculiarities of adolescents' coping behaviour will make it possible to individualise psychological prevention programmes and those aimed at correction of Internet addiction.

Keywords: coping behaviour, coping strategy, Internet addiction, adolescence, crisis period

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EXPERIENCE OF MINDFULNESS ONLINE GROUPS FOR ANXIETY IN ADOLESCENTS DURING COVID-19

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Abstract: An epidemic of such magnitude as the one caused by the COVID 19 forced us to rethink the scenarios of acting within Psychology itself. The confinement and cessation of the usual social activities of Cuban adolescents caused the appearance of anxiety in a group of them, which led them to receive treatment through an online Mindfulness meditation group, an experience that constitutes the relevance of this research. With the aim of providing treatment for the manifestations of generalized anxiety disorder in this target population, two groups were developed virtually from social networks that, based on the therapist's guidance, implement Mindfulness meditation procedures. Thus, constituting the present qualitative research of the action research type supported by historical-logical, analytical-synthetic and modeling methods among others. The sample was formed of 16 adolescents from Avila diagnosed with the pathology who sought help during confinement in mental health services. As a result, the therapeutic procedure was executed as follows: two weekly group sessions as a frequency, with each session lasting 50 minutes (therapeutic hour) and an extension of 16 weeks, according to the therapeutic contract. The particularity in this case was that as an alternative means due to the need for physical distancing and confinement due to the pandemic, it was developed through two WhatsApp groups and Zoom platform. By way of conclusions, it can be reflected that at the end of the therapeutic procedure, a reduction in the initial symptoms was achieved in 100% of those involved, who, when subjected to reevaluation, demonstrated indicators of having gone through the pathology towards its compensation. It is important in this regard to clarify that in none of the cases medication was necessary at any time.

Keywords: mindfulness, generalized anxiety, adolescents, online

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APPLICATION OF EYE-TRACKING TECHNOLOGY DUAL EYE TRACKING (DUET) IN THE STUDY OF COOPERATION BETWEEN CHILDREN WITH ATYPICAL DEVELOPMENT AND ADULTS IN THE LEARNING PROCESS

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Abstract: A technological breakthrough in simultaneously tracking the visual behavior of two people with an eye tracker (DUET) allows you to explore how a child perceives the world and how an adult (teacher) influences it. It became possible to more objectively trace the transformation of a child's perceptual processes under the influence of learning (Monroy, Chen, Houston, Yu, 2021). An analysis of the gaze movements allows us to model the learning process as the emergence and dynamic transformation of an intersubjective connection between the perception-action systems of a child and an adult (Shvarts, 2018). Synchronous registration of the dyad's eye movements was carried out by two portable trackers in the form of Pupil Headset goggles. A comparative study was carried out on a sample of preschoolers 4-6 years old: typically developing children and children with hearing impairment after cochlear implantation (sensoneural hearing loss, ICD-10 class H90). An analysis of the ways in which the gaze of the adult-child dyad moves makes it possible to model the learning process as the emergence and dynamic transformation of an intersubjective connection between the perception-action systems of a child and an adult. Comparison of gaze patterns showed that contrasting groups of children use different perceptual strategies in the learning process: the specificity of eye movements of contrasting groups is manifested in the perceptual actions themselves and the pattern of eye movements relative to fixations in relevant areas corresponding to the task. It was found that the oculomotor activity of an adult changes in the process of interaction with children of contrasting groups and is organized taking into account the specific features of the child's perceptual activity. Differences are manifested in the degree of synchrony of fixations and the similarity of the trajectories of gaze movements of an adult and a child. An important result of using the DUET technology on contrast samples is the fact that the process of teaching/learning caused a mutual transformation of the perceptual strategies of both the adult and the child. The perceptual connection of the dyad is clearly manifested in tracking, identifying and controlling perceptual actions as a previous phase, the emergence of compatibility.

Keywords: joint attention, social attention, learning, age development, preschool age, atypical development, hearing impairment, cochlear implantation, oculography, eye tracker

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DISABILITY AND TECHNOLOGIES: A PROPOSAL

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Abstract: Technologies currently constitute a work tool that has unlimited possibilities for its use in the teaching – learning process at different educational levels. In Special Education it allows the corrective - compensatory work of students with special educational needs. However, limitations are observed in the use of technologies to achieve this purpose in the educational practice in the case of students with intellectual disabilities. The objective of the research is the elaboration of computerized learning activities for the correction and/or compensation of cognitive processes of students with intellectual disabilities. An observational, descriptive, cross-sectional study was carried out, the sample consisted of 45 students with intellectual disabilities from the Manuel Prada Contreras Special School in the municipality of Santiago de Cuba, in the province of the same name. Ten computerized learning activities that favored the correction and/or compensation of cognitive processes in the teaching-learning process were elaborated and provided a theoretical reference of the use of technologies in educational institutions for these students. The research is relevant because its results argue the pertinence of the use of computerized activities in students with intellectual disabilities as a corrective-compensatory activity in the teaching-learning process, which influences psychic development and makes it possible for it to be developmental. It is concluded that the use of technologies in Special Education favors the stimulation of cognitive processes of students with intellectual disabilities and constitutes a work tool that dynamizes the teaching-learning process.

Keywords: computerized activities, intellectual disability, correction and compensation

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SOCIO-PSYCHOLOGICAL FACTORS OF SUICIDAL RISK IN ADOLESCENTS IN CONDITIONS OF DIGITAL SOCIALIZATION

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Abstract: Deviant behavior of a teenager is the result of a complex interaction of various factors. The socio-psychological study of the new digital generation is one of the most relevant topics both in modern science and practice. The purpose of the study is to determine the psychological characteristics, emotional state and suicidal risk of adolescents in the context of the digitalization of society. Research methods included clinical conversation, Questionnaire of suicide risk, Pathocharacterological diagnostic questionnaire (PDO) for adolescents based on the classification of character accentuations by A.E. Lichko (1970), Suicidal risk questionnaire by A.G. Shmelev, modified by T.N. Razuvaeva (1993), the Method of diagnosing socio-psychological adaptation of K. Rogers and R. Diamond in the adaptation of A.K. Osnitsky (2004), test “Family sociogram”, correlation and regression analysis of suicidal risk factors. The study involved 50 adolescents from secondary school No. 36 in Samara, aged 14 to 16 years (29 boys and 21 girls). All 50 surveyed adolescents actively use available online resources as sources of educational and entertaining content, and online communication platforms. Reliably significant psychological factors of suicidal risk in adolescents in the context of digital socialization have been established, such as: affectivity, failure, social pessimism, breaking down cultural barriers, maximalism, negative time perspective, labile, psychasthenic and sensitive types of accentuations, dysfunctional family relationships. Based on the data obtained, a mathematical regression model for predicting suicidal risk was developed, which included significant psychological factors: $IP) - (0.096 * A) + (1.517 * NVS)$, where D -

demonstrativeness, SP - social pessimism, M - maximalism, C - sensitive type of accentuation, IP - a tendency to true suicide, A - adaptation, NVS - violations of relationships in family. Thus, the behavior of adolescents is the result of a complex interaction of socio-psychological factors, in the development of which digital socialization plays a significant role. We have concluded that digital socialization today, on the one hand, helps the process of personality formation, its adaptation and integration in society, and on the other hand, there is the emergence of new risks in the online environment: content, communication, consumer. The high reliability of the forecast in the model of the suicidal risk formation was established, which is 80%. Early detection of suicidal risk in modern adolescents of the new digital generation makes it possible to carry out timely prevention of suicidal behavior.

Keywords: adolescence, digitalization, emotional state, socio-psychological adaptation, mathematical regression model of suicide risk prediction

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BULLYING STRUCTURE IN CLASSES WITH MIGRANT CHILDREN

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Abstract: The relevance of the article is due to the need to prevent tension in interpersonal interactions of children (including bullying) and the need to create a system to prevent violence against minors. This is especially important in classrooms where there are migrant children. The purpose of the study is to identify the structure of bullying in classes where there are migrant children. The study involved 396 eighth grade students of secondary education schools in Novosibirsk, with different national composition. The research methods included diagnostic interviews, focus groups, questionnaires, the “Our Class” (“Bulling Structure”) methodology by Norkina E.G. An analysis of the results allows us to conclude that there is a difference in the structure of bullying in classes with a different percentage of migrant children. Based on the results of the study, methodological recommendations have been developed for the prevention of bullying in classes where there are migrant children.

Keywords: migrant children, bullying, educational environment, adolescence, manifestations of bullying

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RELATIONSHIP OF CYBER-AGGRESSION TO THE CHARACTERISTICS OF DIGITAL EXPERIENCE IN ADOLESCENTS

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Abstract: The presentation includes the results of a study focused on the relationship between the propensity for various types of cyber-aggression and the digital experience of adolescents. Electronic and mobile communication devices have become an important means of socialization for them. Most teenagers reported using mobile phones for instant messaging. It is teenagers who are characterized by significant risks associated with deviant behavior in the Internet space, namely, the cyber-aggression. Thus, the purpose of our study was to study the relationship between the propensity to display cyber-aggression and digital experience in a sample of adolescents. The study focuses on whether the time spent on the Internet and the frequency of social media use is associated with a risk factor for cyber-aggression. The experimental study involved 421 adolescents. The manifestation of cyber-aggression in our study was studied with the questionnaire “Typology of cyber-aggression”. The assessment of the involvement of teenagers in Internet communication was implemented by the questionnaire. The results of our study indicate that teenagers are interested in online communication. Simultaneously, they assess their experience of online aggression as quite rare. Strong correlations are found between the indicators of cyber-aggression and the characteristics describing digital experience of adolescents ($0.13 \leq r_s \leq 0.41$ at $p \leq 0.01$). The relationship between the propensity to cyber-aggression and the digital experience of adolescents is more mediated by age than by gender. According to the regression analysis, it was revealed that the time spent on the Internet is a significant predictor of the manifestation of their cyber-aggressive behavior. Thus, the results of the study should be used to teach teenagers safe behavior on the Internet, while preventive and correctional programs of cyber-aggressive behavior of adolescents should take into account age-specific manifestations of aggression on the Internet.

Keywords: cyber-aggression, adolescents, digital experience, social network, Internet communication

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DEVELOPING TOLERANCE IN PRESCHOOL CHILDREN: PROBLEMS AND APPROACHES

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Abstract: Tensions in interethnic relations complicate a person's adaptation to a multi-ethnic world. The high preschool age is a sensitive stage for tolerance development. As a quality of personality, it determines value attitude to the world, to others, and to oneself. The purpose of our research is to examine the problems and approaches in the formation of tolerance in preschool age. Methods. Theoretical analysis and synthesis of scientific literature were used as methods of research. Main results. Theoretical analysis demonstrated that there is no single view on the definition of tolerance. Foreign and Russian scientists consider this concept as a quality of personality, as an ability, as a position or attitude. It should also be noted that foreign studies most often consider educational environment as a condition in the formation of tolerance in older preschool children. In Russian studies the primary role of the family in the formation of tolerance is considered. After analyzing the psychological and pedagogical literature, it should be noted that the methods of tolerance diagnostics are presented to a greater extent for primary schoolchildren, adolescents, and adults. For the study of tolerance at preschool age, most often methods that examine the emotional sphere of the preschooler and the level of well-being in the children's group are used. Conclusion. Despite the actuality of this phenomenon and its wide dissemination, there is no clear explanation of tolerance in psychological and pedagogical science. Having analyzed the research on this topic, we came to the conclusion that there are certain difficulties with diagnostic tools, allowing to study the formation of tolerance in the late preschool age. The influence of the family on the formation of tolerance as a personality quality is insufficiently studied.

Keywords: tolerance, preschool children, psychology, pedagogic, value attitude

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FEATURES OF CYBERBULLYING PREVENTION IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

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Abstract: The article presents the experience of organizing preventive work on the problem of destructive aggression in university students. Young people as a certain socio-psychological group, with their age characteristics, are the most vulnerable to the effects of destructive discourse. The article analyzes the problem of manifestation of destructive behavior, considers the causes, types, forms of its manifestation in the youth environment. A special place is occupied by the negative impact of cyberbullying on the mental health of its victims. Methods for diagnosing a tendency to destructive aggression used by the Center for Socio-Psychological Support of Students of NSUU to identify students at risk are presented; some diagnostic results are given. The most common cases of cyberbullying in the practice of a university psychologist are described. Some characterological features and personal properties of students - aggressors were revealed. The experience of the Center for Social and Psychological Support of Students on monitoring, analysis, interpretation of markers of destructive aggression in social networks is presented. A model of a comprehensive program of destructive aggression prevention in the conditions of educational institutions has been developed, which includes primary, secondary, and tertiary prevention.

Keywords: destructive aggression, cyberbullying, personality traits, prevention, students, diagnostics, prevention, interdisciplinary team

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SOCIAL MEDIA IN ADOLESCENCE: A NEW ARENA FOR SEXUALITY, RISKY BEHAVIORS, IDENTITY, AND RELATIONSHIPS

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Abstract: Relevance. The use of social networking services (SNSs) has been reported as one of the favorite activities for adolescents. Over the past decade, SNSs have become some of the most important venues for socializing, as well as identity-building. Adolescence is the phase during which individuals construct a critical part in the process of constructing their sexual identity and gender. The aim of this review was to explore and address the way in which social media and SNSs are affecting and changing adolescent sexuality, the type of relationship adolescents establish in their first sexual experiences, including possible risky consequences like cyberbullying, sexting, revenge pornography, excessive use of the Internet, and risky sexual behaviors. Research methods and sample: We included most of the literature found on the specific topic of SNSs, using the two databases Pubmed and PsycInfo. Main results: SNSs have become venues for young people to construct themselves, and this can produce positive and negative effects. SNSs offer several opportunities for adolescents to explore their sexuality, and cybersex is often the first activity through which teenagers can explore their sexuality freely. SNS use inevitably affects and is related to adolescents’ sexuality and relationships with peers, sometimes with increasing inclination to risk-taking attitudes and related behaviors. Conclusion: Adolescents are now developing their identities and relationships, including those of a sexual nature, at least in part, in online contexts, particularly via SNSs. As a mechanism for identity and relational development, these online environments present both benefits and risks to youth development. Thus, it is essential for clinical providers working with adolescents and families with adolescents to offer support for

the positives that youth experience via technology while also working with them to develop preventative and coping strategies to address the risks they may encounter in online environments.

Keywords: social media, adolescence, sexuality, risky behavior, identity, relationships

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WHAT SHAPES CYBERBULLYING PERPETRATION AND VICTIMISATION? EVIDENCE FROM 17 COUNTRIES

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Abstract: Cyberbullying includes harmful, intentional and often repetitive behaviour that occurs in the cyberspace. Considering different prevalence of cyberbullying across countries, cross-national comparison of this phenomenon and its risk factors is important and necessary. The aim of this research was to examine individual factors of cyberbullying perpetration and victimisation including a cross-national perspective. The sample consisted of 5175 high school students from 17 countries: Belgium, China, Croatia, Czechia, Egypt, Hungary, India, Italy, North Macedonia, Pakistan, Poland, Romania, Russia, Serbia, Slovenia, Thailand, and Turkey. Two multilevel analyses (for perpetration and victimisation, separately) with a stepwise procedure were carried out with three blocks of predictors: 1) since cybervictimisation and cyberperpetration are highly correlated, in the case of prediction of cyberperpetration, cybervictimisation was included in the first block as a control and vice versa; 2) group membership based on protected characteristics (female gender, minority based on nationality or religion, asylum seeking or disability status); 3) social media addiction and self-esteem. Results showed that country level explained only 5-6% of variance in cyberperpetration and cybervictimisation, while individual factors explained the rest of the variance. Furthermore, male students, those who belong to national minorities, asylum seekers and with excessive social media use showed a greater tendency to perpetrate cyberbullying. In case of cybervictimisation, religion minorities, students with disabilities, students with excessive social media use and lower self-esteem are more often victimised. Results indicated different risk factors of cyber-perpetration and cybervictimisation and highlighted the need for different prevention strategies among groups with protected characteristics.

Keywords: cyberbullying, cross-cultural, cross-national, protected characteristics, social media addiction, self-esteem

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SCHOOL FIGHT AS A PREDICTOR OF BULLYING IN ELEMENTARY SCHOOL

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Abstract: The problem of bullying at school does not lose its significance. It is important to identify its causes already in the primary school. Relationships between children are formed during this period. The purpose of the study is to identify the causes of school fights as a predictor of bullying in the classroom. Methods included conversation with the class teacher, observation, sociometry, color relationship test, unfinished sentence method. The sample of the study was represented by 3rd grade primary school students at school No. 20 in Pskov (N=28). The class is characterized by an increased tendency to fights and bullying. Results. 1) 60% of children show a positive attitude towards fighting. Of these, 53% are girls and 47% are boys. 2) 37% of children are characterized by a positive attitude towards fights and school, 27% show a negative attitude towards school with a positive attitude towards fights. 3) 28% of children show a negative attitude towards the teacher and a positive attitude towards fights, 32% express a positive attitude towards both the teacher and fights. Among those who like fights there are the “star” of the class and 3 people out of 4 “preferred”. Two groups of children also positively related to fights are formed around them. The first group consists of girls, the second group includes boys. The reasons for fights are verbal aggression (36% is name-calling), phone and games (14%), misunderstandings and differences of opinion between pupils (11%) but there are also reasons such as unwillingness to share, arguments, the desire to protect a friend and fights without causes. Bullying begins with fights with the teacher’s observations. Thus, the factors provoking fights and bullying are a positive attitude towards fights among children with high sociometric status in the group, verbal aggression and misunderstanding between children, as well as unwillingness to share games on the phone.

Keywords: bullying, school fight, aggressive behavior, interpersonal relationships, elementary school

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INFLUENCE OF THE BLOGOSPHERE ON MEANINGFUL LIFE STRATEGIES IN YOUNG PEOPLE

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Abstract: Today, for many young people, a high rating on the Internet is much more important than real achievements. This situation is created by modern types of earning on the web with creating accounts that are highly popular. The aim of the study was to suggest that the life-meaning orientations and motivational sphere of young people, active and inactive in social networks, may differ in structure. Methods included “Test of life orientations” by D.A.Leontiev, A.A. Rean’s questionnaire “Motivation for success and fear of failure”, K. Zamfir’s methodology “Motivation of professional activity”. The sample of the study was formed of 300 young “bloggers” aged 12 to 18 years. For young people with inactive behavior in social networks, who have a higher level of internal motivation, activity itself is more important than for young people who are more active in social networks. The group of subjects with inactive behavior concentrates less on the desire to satisfy external motives: social recognition, an increase in the share of acquiring social and material benefits during work. Such a motivational complex of personality is recognized as more positive, since internal motivation is the strongest of the three presented. This is due to the stable activity of young people with inactive behavior in the blogosphere, carried out on the basis of internal motives. Young people with inactive behavior in social networks are distinguished by participation in social movements, volunteer groups and having a job or experience of additional earnings, where the basis of motivation is the ability to satisfy internal needs, to help other people that this activity brings. The absence of statistically significant differences in the indicators of external positive motivation and external negative motivation can be explained by incomplete involvement in social activities of both groups, which means that the system of external motivation is not fully formed.

Keywords: blogosphere, life -meaning orientations, motivation, young people
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INTERNET USE AND RISKS FOR COLOMBIAN CHILDREN AND ADOLESCENTS

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Abstract: Online life offers possibilities for individual and social development but it also promotes the emergence of new risks such as sexting, cyberbullying, and cyber dependence. The EU Kids Online survey was used to research these behaviours. The questionnaire was adapted for the Colombian population through expert review and cognitive validation to children and adolescents in Medellin, Cali, and Cartagena (Colombia). The adaptation followed the procedures and standards of Kids Online Brasil and Kids Online Chile. The stratified and non-probabilistic sample consisted of 303 children and adolescents aged 9 to 17 years from ten cities in Colombia. Descriptive statistics of uses and risks assumed by Colombian children and adolescents when they connect to the Internet are presented.

Keywords: internet use, risks, children, adolescents

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PERSONAL BOUNDARIES AND BULLYING AMONG SCHOOLCHILDREN

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Abstract: Research relevance. The problem of bullying at school is an interdisciplinary issue. It is important to examine it alongside personality characteristics like personality boundaries. Research objective. We examined the relationship between the personality boundaries functions and the components of schoolchildren's bullying structure. Research methods and sample. We applied diagnostics of psychological boundaries of personality (T.S. Levy) and methodology for identifying "bullying structure" (E.G. Norikina), examining fifty-three schoolchildren (aged 11-13) of both sexes. Key results. There is a connection between the personality boundary and the components of bullying structure, namely, if certain boundary functions manifest themselves, the expression of the bullying structure components change. The results show positive and negative relationships at $p \leq 0.01$ and $p \leq 0.05$ level between personality boundary functions and bullying structure components: significant positive relationships at the $p \leq 0.01$ level between the "initiator" component of the bullying structure and the boundary functions: "penetrable" ($r=0.359$, when $p=0.008$); "absorbing" ($r=0.391$, when $p=0.004$); "calm-neutral" ($r=0.453$, when $p=0.001$). Thus, when personality boundaries functions are high, the bullying structure "initiator" gains prominence, and vice versa. We found positive and negative relationships with $p \leq 0.05$ between the bullying role "protector" and the calm-neutral boundary function ($r=0.341$, with $p \leq 0.012$); between the "victim" component and the restraining function ($r=-0.296$, $p \leq 0.031$), and the calm-neutral one ($r=-0.296$, $p \leq 0.031$). The results are in the area of uncertainty, indicating a trend in this relationship. Observations. "Initiator" is an individual with a high potential for aggression. Such personality boundary functions as permeable, absorptive and calm-neutral are typical of "initiators". School bullies tend to 'dissolve' the boundaries of others. They have their own strong permission to ask for help, and do not handle rejection.

Keywords: bullying among schoolchildren, bullying structure, functions of the personality boundary

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BULLYING IN CHILDHOOD AND ADOLESCENCE AS A NEGATIVE PATTERN IN ADULTHOOD

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Abstract: Relevance. One in three children in the world is bullied, according to a report at the UN meeting in 2018. It was determined that bullying is a form of violence that has long-term and direct consequences for human health and well-being. The aim was to study the impact of bullying experienced in childhood and adolescence on the psychological health of an adult. Research methods and sample. The study included 296 people, after selecting the age category of experienced bullying up to 18 years of 553 participants. According to the results of the test, the subjects were divided into two equal groups: the 1st were survivors of bullying (n=148) and the 2nd was a conditionally normative group of people not subjected to bullying (n=148). The median age in the 1st group was 39.5 (20-76 years); in the second group it was 42.5 (20-68 years). The following methods were used: “Diagnostics of interference in establishing emotional contacts in business and interpersonal communication” by Boyko, “Test of affiliation motives” by Albert Mehrabian, “Romek self-confidence test”, “Scale of depression, anxiety and stress” by Lovibond. The r-Pearson correlation coefficient, Student’s t-test for independent samples were used. Main results showed that an internal conflict between the desire for people and their avoidance, an underestimated manifestation of self-confidence was revealed. A survivor of bullying experiences emotional problems in communication against the background of unwillingness to get close to people and other significant results of the study. Conclusion. The experience of bullying in childhood and adolescence has an impact on psychological well-being and health in adulthood, which, as a result, can lead to a deterioration in the quality of life of an individual. Therefore, it is so important to find a fundamental solution to the problem of bullying.

Keywords: bullying, traumatic experience, emotional problems, psychological literacy, psychoprophylaxis of bullying, mental health

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FOLLOW-UP IN CHILDREN WITH OBESITY: IS DIET ENOUGH TO MAINTAIN WEIGHT?

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Abstract: Introduction. Childhood obesity is a worldwide problem, associated with bullying, weight stigma and low quality of life. Its prevalence measures up to 25% in some regions of Russia. Obesity is a chronic disease that needs a longtime treatment, the basic method is a lifestyle change with healthy eating and physical activity patterns. The aim of the study is to assess long-term efficacy of nutrition therapy in children with obesity. Patients and methods. The study included 422 children with obesity aged 12.16 ± 0.12 (6-17) years old, 61.8% girls. After in-patient treatment isocaloric diet and physical activity ≥ 60 min/day were recommended. Psychological counseling and monitoring were not included in the out-patient program. At the end of the follow-up, we assessed the body mass index (BMI) SD dynamics with references to patients' age and sex. Increase of BMI SD ≥ 0.1 was esteemed as an obesity progression, BMI SD ± 0.1 was regarded as a stabilization, decrease ≥ 0.1 was accepted as a weight reduction. Results. The time of follow-up in children with obesity was 1.75 ± 0.07 (0.25 – 8) years and had weak negative correlation with initial age of children ($R = -0.378$, $p < 0.05$); boys and girls had a similar treatment duration ($p = 0.56$). At the end of follow-up obesity progression was revealed in 46,3% of children, BMI SD stabilization was found in 19.1% of cases, decrease marked 34.6% of children. Frequency of obesity progression had risen with an increase of follow-up duration: 56.2% in ≥ 3 years vs 42.5% in ≤ 1 year, $p = 0.02$. Obesity progression was revealed in 47.4% boys and 46% girls with obesity, $p < 0.05$. Conclusion. About one half of children with obesity had a negative outcome of the disease during a longtime follow-up. The loss of compliance points at the importance of psychological support for children with obesity and their families to maintain a motivation for healthy lifestyle.

Keywords: obesity, children, follow-up

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CYBERLOOKISM AND SELF-IRONY: ANALYSIS OF SOCIAL MEDIA STATUS OF YOUNG PEOPLE

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Abstract: The relevance of this work is due to the spread of the phenomenon of lookism in our lives, as well as cyber lookism, which affects all age groups with access to social networks. In our country, children get acquainted with social networks at primary school age and, come across lookism in the Internet. The purpose of the study is to analyze the statuses of schoolchildren who ridicule their appearance, evaluate their discriminatory component and highlight the statuses that can be described as “self-irony”, as well as those statuses that contain lookism. Research methods and sampling. The main method of analysis was content and intent analysis of statuses in social networks. The sample included 50 girls and boys of secondary and senior schools (12-18 years old) whose statuses were analyzed for 4 months. Main results. We have identified that girls more often than boys publish memes and jokes about their appearance in their statuses. Some of these statuses (about 17%) were rated by the respondents themselves as “it’s about me”, and we can regard them as self-irony. However, most of the statuses (about 83%) ridicule those features of appearance that the respondents themselves do not have (for example, being overweight). The respondents themselves rated such statuses as “friends will understand who it is about”. Accordingly, we can evaluate them as indirect or hidden lookism. Conclusion. Thus, our work indicates that the phenomenon of cyberlookism can have a hidden form, without being expressed explicitly. At the same time, the use of the function of statuses for lookism forms a stable stereotype about the permissibility of lookism in general. We can also say that such behavior is socially approved (by friends) and is perceived by modern schoolchildren as normal.

Keywords: lookism, cyberlookism, self-irony, social media, appearance standards

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SEXTING: NEW INTERACTIONS AND RELATIONSHIPS? A STUDY ON FREQUENT, OCCASIONAL, AND NON-SEXTERS GIRLS

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Abstract: Sexting consists in sending and sharing sexual images, videos, or messages using smartphones and social networks. According to the literature, sexting is related to the level of self-esteem and social media's influence. This study investigates sexually risky behaviours and the main motivations for sexting and compares differences in self-esteem and social media influence, involving a sample of 569 Italian girls (14–19 years old). The sample is divided into three groups according to their attitude towards sexting behaviour (non-sexters, occasional, and frequent), based on the score of the Sexting Behaviours Scale. The participants filled out the Questionnaire on Health and Sexual Behaviour (sexual risky behaviours and main motivations for sexting); the Multidimensional Self-Concept Scale (self-esteem) and the Sociocultural Attitudes Towards Appearance Questionnaire-3 (the influence of society and the media on body perception and self-image). Our results show that most participants use sexting within the couple and have a responsible attitude towards sexuality and low sexual risks. Moreover, frequent sexters present higher levels of social media influence related to the internalization of the body, beauty and athletic model, and a lower level of global, academic, and competence self-esteem. These data could be useful for policy programs on social media use and sexting.

Keywords: sexting, adolescence, sexuality, self-esteem, social media

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TEENAGER'S PREDISPOSITION TO A BULLYING ROLE: THE RELATIONSHIP WITH SELF-ATTITUDE AND PERSONALITY TRAITS

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Abstract: Introduction: Bullying is especially common in the teenage environment both in the real world, and in the digital one. In a bullying situation, victims are not only sufferers, but also other role positions – initiators and their accomplices, defenders of victims and even unwitting observers. Research aim is to reveal the interrelation of predispositions to bullying roles with personal traits and self-attitudes. Methods included empirical techniques “Bullyinf-roles structure research technique” (Norkina E.G.), “Bid Five” (Costa P.T., McCrae R.R.), “Self-attitude research technique” (Pantilev R.S.), statistics methods. Sample involved 104 school students (9 grade). Results. Most of the tested teenagers tend to take up the role of “Defender”, the second popular role is “Initiator”, then go the potential “Victims”. The least popular roles are “Accomplices” and “Observers”. The potential “Initiators” are people with high level of extraversion and self-attachment, and low level of neuroticism. The potential “Defender” role correlates with the increasing conscientiousness and agreeableness. The tendency to be a “Victim” combines with increasing neuroticism, self-accusations, intrinsic conflict. The potential “Observer” role correlates with degreasing self-attachment. The interrelations of the studied indicators with the “Accomplice” role were not revealed. Conclusion. The discovered interrelations of the studied indicators allow us to determine the characteristics that can become a risk factor for being in a particular role in a bullying situation.

Keywords: bullying, teenagers, school students, personal traits, self-attitude

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BULLYING IN GIFTED TEENAGERS

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Abstract: Empirical studies of bullying over gifted adolescents are developing extremely slowly. Currently, the research on giftedness presented in the literature focuses on academic success or positive qualities of gifted and talented students. However, it is obvious that gifted students can be involved in bullying and act both as a victim and as an aggressor. A review of articles aims to summarize the results in the field of the relationship between bullying and giftedness. Methods included the selection of publications on the basis of the recommendations of PRISMA-2009. Results. In the works of scientists, there is a duality of ideas about the relationship between bullying and giftedness. Some researchers note that giftedness acts as a certain protective factor against bullying. This is due to the fact that gifted adolescents have special personal characteristics (a higher level of social competence, greater competence in overcoming difficulties, etc.) that allow them to avoid and/or resist school bullying (L. Arseneault, A. Caspi, D. Finkelhor, M.K. Holt, G.K. Kantor, R. Newcombe, K. Trzesniewski, E. Walsh). However, there is an alternative opinion. Gifted teenagers are quite vulnerable to bullying, and they also explain this by the presence of special internal characteristics inherent in gifted children (overexcitability, unwillingness to ask for help) and external factors (envy of other students, social isolation). (T. Cross, K. Ray, J.S. Peterson. Uzeyir Ogurlu and Hakan Sarıçam) Thus, based on the analysis of research, we can assume that the problems of the relationship between bullying and giftedness, the search for the causes of bullying over gifted students, have not been solved to date, there is no consensus among the authors as to whether giftedness is a factor leading to bullying or giftedness is considered as a protective mechanism against school bullying.

Keywords: bullying; gifted; giftedness; adolescents

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SOME ASPECTS OF DIGITAL SOCIALIZATION OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN (RESULTS OF AN EMPIRICAL STUDY)

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Abstract: Digital childhood is determined by a special social situation of the development, since the persistent use of digital devices affects all spheres of contemporary children's life. The Center for Interdisciplinary Research on Contemporary Childhood of MSUPE conducted an empirical study aimed at identifying the peculiarities of parents' position regarding the use of gadgets by their children. Questionnaires were developed for parents of preschool and primary school age children. The sample consisted of 6882 respondents from different regions of Russia. The data obtained suggest that most children get access to digital devices at preschool age with the permission of their parents, as a rule, for entertainment and the development of individual mental functions. Digital devices begin to perform the socializing function at primary school age, when the functionality of their use significantly expands, and they start being used to solve such age-related tasks as communication and learning. Most Russian parents of preschoolers take a conscious position regarding their children's access to digital devices, allowing or completely prohibiting children from using them. However, there are parents who lack a consistent strategy in providing digital devices to their children. They have difficulties in organizing their children's interaction with various types of digital content. At the same time, parents rarely rely on professional recommendations concerning the organization of the child's interaction with digital devices. The revealed contradiction emphasises the importance of elaborating recommendations for organizing children's interaction with digital media as a tool that allows them to effectively solve socialization tasks.

Keywords: digital media (devices), preschool age, primary school children, parents' attitude, social situation of development, digital socialization

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TEACHING SOCIALLY ACCEPTABLE FORMS OF ACHIEVING SOCIAL SUCCESS AS PREVENTION OF ADOLESCENT BULLYING

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Abstract: The article discusses the system of bullying prevention: levels, institutions and methods of prevention. Special attention is paid to the first level of prevention: the formation of public rejection of any violence, “social immunity” to bullying, trusting and constructive relationships between participants in the educational process, teaching socially acceptable forms of achieving social success. It also describes the study of the possibility of teaching adolescents socially acceptable forms of achieving social success and the influence of the formative program on reducing aggression and increasing self-confidence as a way of prevention to adolescent bullying. Materials and methods. The study was conducted in 2022. To diagnose personal qualities at the ascertaining and control stages of the study, we used the V.G. Romek self-confidence test and the aggressiveness test (L.G. Pochebut questionnaire). At the formative stage, teenagers were taught socially acceptable forms of achieving social success. The results of the diagnostics of the studied personal qualities in the form of average level indicators (ALI) before and after participation in the formative training program for socially acceptable forms of achieving social success of EG adolescents in comparison with the indicators of CG adolescents showed positive changes in self-confidence, social courage and initiative; a significant decrease in all indicators of aggressiveness of EG adolescents under the influence of socially acceptable forms of learning social success. Discussion and Conclusions. The developed and implemented forms of achieving social success have shown high efficiency and confirmed the fundamental possibility of replacing the mechanisms of bullying development with adaptive and socially acceptable forms of social success in adolescence, affecting the effective prevention of adolescent bullying.

Keywords: teenagers, bullying, systematic and purposeful work, prevention levels, socially acceptable forms of achieving social success

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RESPONSIBILITY FOR “BULLYING” FOR JUVENILE OFFENDERS AND THEIR PARENTS

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Abstract: Relevance. Bullying is systematic harassment, using public insults, including the use of the Internet, threats, the use of violence and the commission of other actions degrading honor and dignity. Research objective. There is civil, administrative and criminal liability for juvenile offenders who commit such acts towards their peers. Research methods. Analysis of legislation was applied. Main results. According of the Civil Code a citizen has the right to demand refutation of information discrediting honor or dignity in court. Minor violators of 14 years and less are not liable but their parents are responsible. From the age of 14 a minor can be brought to civil liability, and in case of insufficient funds, together with parents. That is, humiliation of the honor and dignity of another person, expressed in an indecent or other form contrary to generally accepted norms of morality, according to Part 1 of Article 5.61 of the Administrative Code, may entail the imposition of an administrative fine on citizens in the amount of 3000-5000 rubles. A similar violation committed publicly using the Internet, or against several people, including those not individually identified, threatens to impose a fine of 5000-10000 rubles. The violator who has reached the age of 16 is subject to such responsibility. The most severe punishment in accordance with Article 110 of the Criminal Code is established for bringing a person to suicide or attempted suicide by threats, ill-treatment or systematic humiliation of the human dignity of the victim. Such an act, if committed against a minor, or on the Internet is punishable by imprisonment for a term of from 8 to 15 years. A 16-old malefactor is criminally liable for committing such an act. Conclusion. Bullying is a socially dangerous act for the commission of which three types of legal liability are provided.

Keywords: bulling, civil, administrative and criminal liability, juvenile offenders, responsibility of parents

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SOCIO-PSYCHOLOGICAL NATURE OF BULLYING: OPPORTUNITIES FOR ORGANIZING PREVENTIVE WORK AT SCHOOL

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Abstract: Background. Bullying is an urgent problem both due to high prevalence and the growing number of bullying varieties in the digital environment. Distance learning, changes in traditional forms of leisure activities and in supervision over the teen behavior set the problem of developing prevention programs for bullying and cyberbullying. Objective. We sought to summarize the outcomes of empirical research on teen bullying as a basis for organizing the preventive work. Methods and sampling. A theoretical review of the results of empirical studies of teen bullying in the Scopus, ERIC, RSCI databases for the last 50 years was carried out. Results. In adolescence, bullying exists as a type of experimental behavior aimed at the understanding and adjusting to group norms in the context of teen's personal self-determination. Bullying behavior is determined not as much by the individual typological characteristics of a teenager but by the characteristics of interaction in groups of family, peers, and the school community. Bullying is a group behavior that follows the logics of the group process. A feature of teenage bullying is the obligatory presence of a group of other teenagers. Outside the group and without it, attacks on the victim lose their purpose. Teen groups tend to socially approve of bullying as a demonstration of the benefits of controlled group activity in order to achieve group goals. Bystanders are extremely important actors in bullying, both in reinforcing and even provoking violent events, and in containing and stopping them. The role structure of teen bullying is unstable and mobile and is characterized by the presence of ambivalent role positions. Conclusion. Understanding teen bullying as a socio-psychological phenomenon caused by the interaction of a teenager with reference groups of peers, family, and school makes it possible to develop effective programs for its prevention and termination.

Keywords: teenager, bullying, group behavior, bystanders, preventive work
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INTERPERSONAL RELATIONSHIPS OF ADOLESCENTS WITH COMPUTER ADDICTION

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Abstract: Online communication often attracts teenagers due to its anonymity and the ability to openly express their points of view. A significant advantage is real-time communication. However, there is also a drawback of developing teenagers' addiction to computers. The dissatisfaction of teenagers with business and personal relationships, the discrepancy between the importance of communication spheres and the peculiarities of a teenager's age are among the most serious factors determining the emergence of socially dangerous communication of teenagers on the Internet and leading to deviations in the behavior of children. The purpose is to study the features of interpersonal relationships of adolescents with computer addiction. To conduct the study, we used the analysis and generalization of scientific literature and psychodiagnostic methods as the scale of Internet addiction, Zhichkina A.E. (into groups); the questionnaire "Perception of the Internet", Shchepilina E.A.; the method of diagnosing interpersonal relationships, T. Leary (adaptation by L.N. Sobchik). To establish the reliability of the differences and identify the relationships, the data were processed using descriptive statistics methods. The subjects were 50 teenagers, aged from 13 to 16 years. According to the results of the study, it can be concluded that the level of interpersonal communication among adolescents tends to decline with increasing dependence on the Internet, there are also features of self-acceptance and dependence on the opinions of others. It was also found that teenagers who are addicted to the Internet are more willing to take responsibility in decision-making than teenagers who spend a moderate amount of time online. Teenagers with Internet addiction have difficulties in adapting, communicating with their peers, because they are often withdrawn and shy, they are not interested in engaging in social activities and do not want to make friends. They also have signs of aggression that turn into antisocial behavior.

Keywords: communication, online communication, interpersonal relationships, teenagers, Internet addiction, computer addiction

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EMOTIONS, COGNITION, AND BEHAVIOR IN THE AGE OF GLOBAL DIGITALIZATION

INFORMATION TECHNOLOGIES IN EDUCATION AND THE DEVELOPMENT OF SOCIAL EMOTIONS: ARE THEY COMPLEMENTARY OR MUTUALLY EXCLUSIVE?

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Abstract: Relevance. In the modern world, due to the rapid development of information technologies and the great attention to this topic in the field of education, social and emotional spheres of human development are fading into the background. This implies the importance of the development of social emotions in the conditions of digitalization of society. However, these processes can also coexist if the educational process is competently built, starting from preschool age. The purpose of the study. The study focuses on the relationship between the active use of digital technologies by older preschool children and the development of social emotions in the learning process. Research methods and sampling. To achieve the purpose of the study, the following methods were used: theoretical (analysis of psychological and educational literature); empirical (test “Diagnostics of children’s abilities to partner dialogue” by A.M. Shchetinina, which allows to assess the level of social emotions in children; questionnaire for parents to determine computer

addiction in older preschoolers by V.G. Pisarev, which allows to assess the level of dependence in children from information technology as one of the main reasons for the low level of socialization); mathematical, and statistical methods. The study involved 25 children of senior preschool age. The main results. In order to obtain quantitative results, four levels of socialization of children were identified at the first stage: high, above average, medium and low. During the diagnosis, it was found that, in general, the overall level of socialization in children is average. In order to obtain quantitative results at the second stage, a questionnaire was created on the Google Form platform based on the V.G. Pisarev's test. Indicators of severity are: 7-11 points – low level of dependence, 12-17 points – average level of dependence, 18-21 points – high level of dependence. Conclusion. The pilot study showed that the level of social emotions in most children is at an average level, while the severity of computer dependence on the responses of parents in most children is represented at a high level. This suggests the need to create better conditions for children to interact with peers and adults outside the information space.

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Keywords: digital technologies, social emotions, preschoolers, digital socialization, educational organization

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IMPACT OF TEENAGERS' INTERNET INVOLVEMENT ON THEIR EMOTIONAL INTELLIGENCE

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Abstract: Modern teenagers are the first generation whose adolescence is directly linked to digital technology. The question of whether high Internet activity has an impact on psychological and emotional development is actively discussed among doctors, psychologists, and educators. Emotional intelligence is linked to adolescent adaptation, psychological well-being, and academic achievement. It has been found that teenagers with high levels of emotional intelligence demonstrate more productive coping styles, and the ability to understand and manage their emotions is a basic soft skill. The goal of the study was to identify the relationship between the level of emotional intelligence development and Internet involvement among teenagers. The methods used were a questionnaire to determine the adolescent's Internet activity and the first subtest of Guilford's Test on Social Intelligence. The sample consisted of 400 teenagers from 6th to 9th grades from different regions of the Republic of Karelia. The results indicate a relationship between the level of emotional intelligence development in teenagers and their Internet involvement. It was found that the higher the child's Internet involvement is, the lower their emotional intelligence is. The data obtained during the study suggest that to optimize work with teenagers, it is necessary to understand that online interaction with them is currently the most effective format. This is why it is important to develop programs for the development of emotional intelligence for teenagers using the Internet. The research described in this publication was made possible in part by R&D Support Program for undergraduate and graduate students and postdoctoral researcher of PetrSU, funded by the Government of the Republic of Karelia.

Keywords: teenagers, school, emotional intelligence, Internet, Internet involvement

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EMOTIONAL, SPIRITUAL AND MORAL DEVELOPMENT OF PRESCHOOL CHILDREN IN THE CONDITIONS OF DIGITALIZATION

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Abstract: In the modern world, the use of digital technologies in various spheres of human life is widespread. Digital environment allows the subjects of education to make the process of acquiring knowledge more interesting and effective. We were interested in the topic of the impact of digitalization not only on the intellectual, but also on emotional, spiritual and moral development of children. The purpose of our research is to identify the relationship between the emotional, spiritual and moral development of preschool children in the conditions of digitalization. In the course of the study, we selected diagnostics aimed at determining the level of emotional, spiritual and moral development, including techniques such as Lusher colour test and “Unfinished sentences”, techniques “Losing lottery”, and “Plot pictures”. Diagnostics methods were selected taking into account the age and individual characteristics of children. As a result of the study, we noticed that with repeated diagnosis, the children’s indicators improved. In this regard, it can be concluded that the use of digital technologies has a positive effect on the emotional, spiritual and moral development of preschool children. This is because children are interested in a new format of conveying information and learning life lessons. Thus, the hypothesis of our study was confirmed.

Keywords: emotional development, spiritual and moral development, digitalization, preschool children

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INTELLECTUAL AND PERSONAL DEVELOPMENT IN CHILDREN OF PRIMARY SCHOOL AGE

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Abstract: The relevance of this work due to the concern of the pedagogical and psychological community with the difficulties in teaching modern children. Comparison of the results of studies of different years made it possible to see the main characteristics of intellectual and personal development of a modern student. The purpose of the study was to compare the mental and personal development of students in grade 2 with a difference of 10 years. Research methods and sample. The study was conducted using the “Creative Field” method (D.B. Bogoyavlenskaya) and the “Standard Progressive Matrices” test by J. Raven. The sample included 90 people: 50 people in 2013 and 40 people in 2022-2023. The main results indicated that it is more difficult for modern second-graders to master new activities. Raven’s test also showed a decrease in average intelligence indices among modern schoolchildren. At the same time, their level of sensorimotor coordination did not differ from their peers 10 years ago. We also observed a decrease in cognitive motivation. Modern children demonstrated almost no ability to develop activities on their own initiative. Conclusion. The analysis shows a trend towards a decrease in the general characteristics of thinking in modern children of primary school age. It is more difficult for them to preserve the mode of action, to transfer it to new conditions (spatial and metric), to generalize action in the absence of a difference in the level of sensorimotor coordination. The most important change is at the motivation-need level, which leads to a decrease in the ability to be creative. The revealed differences probably need to be assessed in terms of social influences. The obtained data allow us to speak about the social situation of a child’s development 10 years ago as of more favorable than today.

Keywords: learning ability, intelligence, ability to develop activities on the initiative of the subject, primary school age

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PERSONALITY TRAITS AND MODELS OF COPING BEHAVIOR OF ADOLESCENTS IN A SITUATION OF UNCERTAINTY IN THE DIGITAL SPACE

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Abstract: Today the child is included in the digital space almost from the very birth: the variety of gadgets, the easy accessibility of the Internet and other means of mass communication switch the child's consciousness from the real to the virtual world. In this case, the digital space is the basis for the development of child mental processes, ethnic and cultural identity, mediating their lives. Adolescence is of particular importance for developing the individual, forming his/her sense-value sphere, working-out behavior patterns. The goal of the research is to study personality traits and models of coping behavior of adolescents in a situation of uncertainty in digital space. The sample involved 29 adolescents aged 13-14 (Group 1) and 28 adolescents aged 16-17 (Group 2) who spend three and more hours a day on the Internet. The empirical study included testing ("Individual Typological Children's Questionnaire" (L.N. Sobchik); "Strategic Approach to Coping Scale" (S.E. Hobfoll adapted by N.E. Vodopyanova, E.S. Starchenkova)) and statistical data processing. Results of the research show that adolescents of Group 1 tend to emphasize their problems ($p=0.001$) and use the passive model of coping behavior "Cautious action" ($p=0.04$). They have got positive ("Aggravation"- "Aggressive action", "Aggressiveness"- "Anti-social action", "Emotiveness"- "Social Joining", "Emotiveness"- "Instinctive Action", "Sensitivity"- "Seeking Social Support") and negative ("Sensitivity"- "Assertive Action") correlations ($p=0.05$). Group 2 has got positive correlations ($p=0.05$) on "Aggravation"- "Assertive Action", "Aggravation"- "Aggressive action", "Anxiety"- "Social Joining". Conclusion. Adolescents aged 13-14 tend to exaggerate the intensity of their state, any events are of great importance for them. They differ by increased levels of anxiety and aggressiveness. They use such models of coping behavior as "Cautious action", "Aggressive action" and "Social joining". Adolescents (16-17), being immersed in the virtual space, who show rigidity, introversion, and sensitivity, are aimed at social interaction and use "Cautious action", "Seeking Social Support" and "Social Joining".

Keywords: adolescents, personality traits, coping behavior, digital space, uncertainty

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ON THE ISSUE OF STUDYING INDIVIDUAL DIFFERENCES IN THE EMOTIONAL WELL-BEING OF SCHOOLCHILDREN

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Abstract: Today, in the conditions of reforming the education system, there is an increase in the requirements for the psycho-emotional capabilities of participants of the educational process. One of the tasks of modern education is the development of socio-emotional skills. The problem of supporting the emotional well-being of schoolchildren seems to be especially relevant today. However, the nature of individual differences in emotional well-being has not been determined. The purpose of this article is a theoretical review of scientific approaches to the study of individual differences in emotional well-being in the school environment carried out in order to develop a unified approach to the study of emotional well-being in a sample of Russian schoolchildren. Theoretical methods were used, such as a review of the scientific literature of Russian and foreign authors, a systematic, comparative and logical analysis of modern concepts of the emotional well-being of schoolchildren. Currently, emotional well-being is considered from different positions: as a synonym for subjective well-being (Diener E., Kahneman D., Deaton A., L.V. Kulikov), as an element of psychological well-being (Kendal S., Callery P., Keeley P., Yu.B. Grigorova), as an indicator of the success of emotional regulation (D.S. Nikulina, G.A. Uruntaeva, Schutte N. S., Ferreira M. B.). Summarizing, emotional well-being of a schoolchild can be considered as a multidimensional phenomenon, the basis of which is the satisfaction of the biological and social needs of the schoolchild, indicating success of emotional regulation. Promising areas of research into individual differences in the emotional well-being of schoolchildren include: positive self-concept; experiencing your own success; attitude to the situation of knowledge testing; academic progress; general satisfaction with educational activities and relationships with parents, peers and teachers. We suppose that taking into account the individual characteristics of the child, his success in school increases, though further research is needed.

Keywords: emotional well-being, individual differences, academic success, student, psychological well-being

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PSYCHOMOTOR HARMONIZATION OF THE CHILD IN EDUCATIONAL PROCESS

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Abstract: The manifestation of dexterity and ingenuity determines the development of motor abilities and, as a result, the flexibility of thinking and other mental processes. Based on the level theory of N.A. Bernshtein, we identified the main structures of level violations for building work on the regulation of the psychological state of the child. A procedure was created for collecting and analyzing the psychomotor development of a child aged 4 to 12 years. We have classified psychomotor development according to the theory of the level organization of movements by N.A. Bernshtein. Three necessary conditions for harmonious psychomotor development were identified. The first condition is “Feeling-doing”, level B. Development takes place within the boundaries of one’s own body. With underdevelopment of level B, one can often observe uncertainty in behavior when interacting with the environment, on the other hand, vulnerability, which sometimes provokes aggressive behavior. The second condition is “I see, I do”, level C. Development takes place in the environment, in active interaction with objects. With underdevelopment of level C, in most cases, problems of boundaries (bodily, social) are highlighted. In psychomotor terms, one can observe clumsiness, especially when interacting with space, in social terms: difficulties in getting into contact (excessive obsession or shyness). The third condition is “I represent, I do”. Development takes place in the space of living communication, appropriation of the main signs and meanings of the cultural environment. With underdevelopment of levels D and E, poor attention, memory, orientation in the area, interaction with household items, and a decrease in social and emotional intelligence can be observed. The development of the child’s psychomotor skills ensures the generalization of new motor commands and thought processes and, as a result, mediates the harmonious development of the child’s states.

Keywords: sensory and motor integration, psychomotor, cognitive processes

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RELATIONSHIP BETWEEN AFFECT AND INTELLECT IN THE DIGITAL WORLD: AN INSTRUMENTAL APPROACH

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Abstract: Relevance. The digital society has become a new challenge for the psychological theory and methodology. The specificity of the action of information as a special type of tool, related to different sociocultural contexts, was studied by A.R. Luria in Uzbekistan, as well as in comparative study of the primates and children held together with L.S. Vygotsky. Now we need a theoretical concept that could reveal new possibilities of cultural-historical psychology. Purpose of the study. The development of global information networks leads to an increase in the volume of generalized information. This puts the issues of information culture at the center of research already at preschool age. The methodology of an instrumental approach is based on a transformed scheme of a tool (sign) and on the idea of interiorization of the instrument-sign, which can be both the information and the way of operationalizing new technologies. Research methods and sample. Cognitive (L.Venger, pictogram), Social, Emotion (CAT), interview were used. Preschoolers of 5-7 years (each n=100) took part. Main results of a three-year monitoring of social, cognitive and emotional development level in children aged 5-7 years showed the positive and negative consequences of socialization in the digital space. Learning in a mixed space, on the one hand, increases the overall intellectual level and, in part, creativity. On the other hand, it lowers the level of verbal thinking. Emotional instability is associated with immersion in virtual games and cognitive barriers. Attitude of adults to new technologies is an important aspect. Conclusion. Empirical materials have shown that the inclusion of the Internet or virtual space in various activities changes the picture of behavior, while the more children get used to the distribution of time in different spaces, the more pronounced the tendency to use new spaces as tools is.

Keywords: digital society, methodology, tool-sign, mixed space, interiorization

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METACOGNITIONS ABOUT SMARTPHONE USE AMONG HIGH SCHOOL STUDENTS WITH DIFFERENT ACADEMIC PERFORMANCE

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Abstract: Introduction. The impact of smartphone use on personal well-being and effectiveness of educational activities is a discussion issue involving teachers and school students, which determines the relevance of studying their metacognitions about smartphone use (MSU). MSU is a reflection of the subject's own beliefs associated with smartphone use. The study was aimed at analyzing the differences in MSU of high school students with various academic performance. Materials and methods. The study involved 158 school students (84 female) of 10th-11th grades aged 16.69 ± 0.68 . Empirical data was collected with a modified self-report scale "Metacognitions about problematic smartphone use" (Kronbach alpha 0.71-0.89): "Recreational and relaxation function of the smartphone" (37% of variance), "Smartphone addiction" (19%), "Smartphone as a hindrance to study" (10%). Regardless of academic performance, the structure of MSU is dominated by positive metacognitions (smartphone as a tool for relaxation and distraction from problems). The students with below-average academic performance more often note that smartphone prevents them from learning ($F=3.16$ $p<0.05$), while the indicators in the sample of boys are higher than among girls ($F=4.02$ $p<0.01$). In addition, the girls with below-average academic performance are significantly more likely to note signs of smartphone addiction than boys ($F=3.23$ $p<0.05$). Conclusion. High school students are characterized by the awareness of the predominantly positive effects of smartphone use. At the same time, high school students with below-average academic performance reflect the negative impact of smartphones on effectiveness of educational activities, however, girls reflect the excessive use of smartphone as a key factor of this influence. The results should be used to develop smartphone addiction preventive programs. Funding. The research was supported by an internal grant of the Herzen State Pedagogical University of Russia.

Keywords: smartphone use, metacognition, academic performance, high school students

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REGULATORY AND PERSONALITY RESOURCES OF PSYCHOLOGICAL WELL-BEING AND ACADEMIC ACHIEVEMENT IN YOUNGER ADOLESCENTS: INDIVIDUAL AND TYPOLOGICAL ASPECT

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Abstract: The report presents a differential approach to the study of the individual-typological features of regulatory and personality resources of psychological well-being and academic achievement in younger adolescents. Conscious self-regulation is understood as a managing meta-level of the multilevel system of psychic self-regulation. It is assumed that conscious self-regulation includes subsystems of regulatory competencies allowing to consciously and independently put forward and achieve educational goals, as well as maintain the well-being of students when changing learning conditions. The period of early adolescence is particularly important in this regard, since it is during this period when the learning conditions in Russian schools change due to the students' transition from the primary to the secondary stage of education. The approach to the study of differences in the context of person-oriented approach is a trend in modern psychology. The study of the individual-typological features of regulatory and personality resources of psychological well-being and academic achievement of students in grades 4, 5, and 6 (N=372) was carried out within the framework of this approach. The results revealed individual-typological profiles of students with different levels of conscious self-regulation, psychological well-being and academic achievement. For the first time, it was shown that, regulatory, personality, and motivational resources of academic achievement and psychological well-being vary across profile type and respondents' age. The results revealed age dynamics of students' regulatory competencies as well as the specifics of their contribution to academic performance and psychological well-being. It was shown that high academic performance in early adolescence is consistently determined by developing personality, regulatory and motivational resources. The results suggest that developing conscious self-regulation meta-resource among the younger adolescents can ensure stability of academic performance and their well-being during the transition from the primary to the middle stage of education.

Keywords: differential approach, psychological resources, conscious self-regulation, psychological well-being, academic achievement

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EXECUTIVE FUNCTIONS IN EARLY BILINGUAL SCHOOL-CHILDREN STUDYING A THIRD LANGUAGE

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Abstract: The study is focused on the possibility to extrapolate the effects of bilingualism on trilingualism at the primary school age, and of increasing / decreasing cognitive regulation of bilingual children in the process and result of learning other languages. The study involved 60 second-grade students aged 8 to 9.8 years ($M = 8.8$, $SD = 0.36$). Among them 30 are primary school-children with unbalanced bilingualism (inherited Udmurt language) socializing in the Udmurt-Russian environment; and 30 are monolinguals with native Russian. To measure the components of cognitive regulation, NEPSY-II test battery (Sentence Repetition, Memory for Designs, Inhibition) and computerized tests (Stroop Test, Shulte Tables, Memory for geometric shapes, Go-No-Go) were used. The mathematical and statistical analysis included descriptive statistics, a non-parametric test (Mann-Whitney U-test) and Structural Equation Modeling implemented with IBM SPSS Statistics V22.0. The results of the pilot study confirm the bilingual advantage in the process of learning a third language by primary bilingual schoolchildren. In particular, the positive effects of bilingualism on regulatory functions have been revealed, and, at the same time, in the process of learning a third language bilingual primary schoolchildren experience the increasing burden on the regulation of changes in actions and behavior during the transition from one rule to another. Thus, a possible syncretic (mixed) effect of bilingualism in the process of a third language acquisition by primary schoolchildren with the need to control it in an educational situation was revealed. We admit that bilingualism in the educational situation of a third language acquisition as a predictor of cognitive changes provides advantages in the self-organization of subsystems of regulatory processes of the cognitive level and, along with this, creates difficulties due to the high regulatory load. The research was financially supported by the Russian Science Foundation (RSF) research project №23-28-10202.

Keywords: bilingualism, trilingualism, executive functions, studying a third language, early school children

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ARTIFICIAL INTELLIGENCE AND PRESCHOOL EDUCATION: POINTS OF CONTACT

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Abstract: The relevance of research is due to the fact that digital technologies are entering the lives of children who are in contact with tablets, phones, laptops. At the same time, artificial intelligence is becoming our reality and develops much faster than we as individuals can keep up with it. Adults are currently facing a real challenge in determining the limits and accessibility of digital devices for children, and in enforcing these limits. The general concern is about how to make these devices “assistants” in raising a child and prevent them from becoming “tools that distract attention”. The purpose of the study is to consider the possibilities of using artificial intelligence resources in preschool education. Research methods included online survey, conversation, comparison, analysis, observation. Sample consisted of 58 preschoolers, 12 teachers and 58 parents. Main results show that when analyzing an online survey of teachers, it turned out that the majority (10 teachers, 83.3%) did not know about the possibilities of using artificial intelligence in the educational process with preschoolers. Three quarters (75% or 9 teachers) try to use digital technologies and are trained in their use in working with children but do it irregularly. 86.2% of parents (50 people) support the use of modern technologies within the preschool educational organization. 60.3% of respondents (35 parents) consider it expedient to use the possibilities of artificial intelligence in kindergarten. The results of a conversation with children made it possible to identify the preferences of preschoolers when creating images of fairy-tale heroes and characters of famous fairy tales using artificial intelligence. The results of comparing the preferences of the formed image and the already familiar fairy-tale character (Cheburashka) are presented. An analysis of fairy tales composed with the help of artificial intelligence is also offered. Conclusion. The influence of modern technologies, in particular artificial intelligence, on preschool education is expressed in the fact that artificial intelligence is suitable for the visual perception of fairy-tale characters by students while being completely unsuitable for their independent composition.

Keywords: artificial intelligence, preschool education, chatbots, depiction of fairy tale characters, writing fairy tales, preschool children

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INFLUENCE OF AUDIOVISUAL PRODUCTS CONSUMED BY CHILDREN AND TEENAGERS ON THEIR PROPER BIOPSYCHOSOCIAL DEVELOPMENT

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Abstract: The constant advancement and development of information and communication technologies has caused the classic forms of leisure for infants and adolescents to vary every day. Such is the case of audiovisual consumption, an activity that enjoys great preference on the part of these age groups, displacing the performance of other fundamental activities for these stages. Therefore, this research aims to determine how the audiovisual products consumed by children and adolescents influence their adequate biopsychosocial development; in addition to describing the role played by parents in the consumption activity carried out by their children. For this, a qualitative methodology was implemented, focused on documentary analysis. From which it was possible to verify that the programs preferred by children and adolescents are mostly intended for the adult public, as well as being of foreign manufacturing. In the same way, it was found that the mediating role of adults focuses on the establishment of limits and the control of schedules, the exposure time and the content of these materials, avoiding joint viewing and active discussion of the content consumed. Elements that lead to a considerable risk in the proper development of children and adolescents when exposed to materials of the content not appropriate for these ages.

Keywords: audiovisual consumption, audiovisual products, family mediation, children, teenagers

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METHODOLOGICAL PROPOSAL THAT ALLOWS CHARACTERIZING AUDIOVISUAL CONSUMPTION FOR EARLY CHILDHOOD DEVELOPMENT

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Abstract: Audiovisual consumption at an early age is considered as a special type of activity that promotes children's interaction and mastery of audiovisual content. Such acquisition occurs through the necessary communication with its carriers and through the mediation of "others" who produce, provide, direct and/or accompany the content in a specific sociocultural context (ICCP Researchers Collective, 2019: 9). To carry out the study, the operationalization process was carried out, which allowed to determine the dimensions, components and indicators of audiovisual consumption. The five dimensions included the conception of child development, determination of audiovisual content, exercise of mediation, management of audiovisual content, as well as carrier devices and sociocultural context. Another step is the derivation of the instruments. 13 instruments were prepared and applied to the analysis of children from three to six years of age, their families and educators, providers and filmmakers. Elements that contributed to characterize audiovisual consumption for early childhood development were identified. However, to characterize consumption, the methodological procedures had to be designed. Understood as the complements of the methods selected for the investigation, with the main function of orientation in ordered actions, which serve as tools in the assessment of audiovisual consumption effects on early childhood development. For this, a study was carried out with a fundamentally qualitative approach, in which the theoretical, analytical-synthetic, inductive-deductive and systematization methods of scientific research are privileged.

Keywords: methodological proposal, characterize, audiovisual consumption, development, early childhood

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SLEEP AND SCREEN EXPOSURE AS PREDICTORS OF THE DEVELOPMENT OF EXECUTIVE FUNCTIONS IN ADOLESCENTS

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Abstract: Relevance. Executive functions are mental processes that allow the organization of behavior. These functions are associated with intelligence, creativity and citizenship skills, while their deficit is associated with behavioral problems. Studies point out the relationship between sleeping habits and exposure to screens with behavioral disorders, which is why the present study shows the predictive role that these habits have on the development of executive and behavioral processes. Objective is to evaluate the variance of executive functions based on sleep habits and exposure to screens. Method and Sample. A study was developed under the positivist paradigm, it is quantitative, with non-experimental design, cross-sectional and predictive scope. The sample is formed of adolescents enrolled in two schools in Cúcuta-Colombia. Through two-stage sampling, 2 schools were selected and subsequently, through stratified random sampling, a sample of 287 adolescents was chosen. To collect information, the following questionnaires were administered: 1) Sociodemographic data questionnaire; 2) questionnaire of daily habits and practices; 3) Behavioral Assessment of Executive Function Questionnaire (BRIEF-2). Results. Low quality of sleep and an increased use of phone and tablet before sleeping were identified. While the use of screens occurred between one and three hours a day, a preference for television and videos on the Internet was registered. In the proposed predictive models, it was found that the use of screens and hours of sleep predict about 27% of the variance of inhibitory control. Likewise, it was found that the predictive effect of habits on inhibitory control is greater in men, explaining about 33% of the variance.

Keywords: habits, executive functions, inhibitory control, adolescence, daily activities

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REPRESENTATIONS OF PRIMARY SCHOOL STUDENTS ABOUT SELF-REGULATION AND THE ABILITY TO REALIZE IT IN EXPERIMENTAL CONDITIONS

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Abstract: Modern primary school students, entering school and mastering a new type of educational activity, face certain requirements that were not previously presented to them. The aim of the research is to study the representations of younger schoolchildren about self-regulation and their ability to carry it out in the conditions of a modeling experiment. Research methods included surveys (questionnaire “Style of self-regulation of children’s behavior (2) - SSPD-M2” (V.I. Morosanova)) and the method “Psychomotorography” (M.A. Kremen, V.E. Morozov). The research involved 187 primary school students. As a result of the survey, it was found that younger schoolchildren assess their ability to self-regulate at a high level. When performing tasks of the modeling experiment, the survey results were not confirmed. In the presence of a hint in the process of completing tasks, participants show an acceptable (57.2%) and a good (42.8%) level of self-regulation, however, in the absence of a hint, self-regulation in the majority of younger schoolchildren is expressed at an acceptable (89.8%) level, the smallest number of participants have a good (10.2%) level of self-regulation. In the process of solving the problem of the first stage (if there is a hint), students organize their behavior and activities better than in the second stage (if there is no hint). It is worth noting that the older the respondents are, the better they cope with the task if there is a hint but not without a hint. We believe that the students who took part in the study have not yet replaced external control with internal self-control. Thus, the results of an empirical study confirm the relevance of the study of self-regulation in primary school students, including mastering educational activity and its regulation as one of the factors. The results can be used by primary school teachers, psychologists, and researchers.

Keywords: self-regulation, primary school student, educational activity, experiment

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DIGITAL NATIVE: THE INTERACTION OF DIGITAL TECHNOLOGIES WITH THE DEVELOPMENT OF COGNITIVE AND COMMUNICATION PROCESSES

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Abstract: Digital technologies are integrated into all spheres of life, mediating the processes of socialization at various stages of development of childhood and adolescence. In this regard, the study of the relationship of digital technologies with the development of cognitive and communicative processes of adolescents and young adults as the most active users is an urgent scientific problem. To achieve this goal, an overview of empirical research on the interaction of digital technologies with the development of cognitive and communication processes in adolescents and young adults was carried out. The studies are considered in blocks in accordance with the three types of children's activity, such as leisure, communication and educational activity. The impact of digital technologies was taken into account. Contradictory empirical data are explained by the many limitations that exist for the organization of this type of research. They also do not allow to identify clear causal relationships between the use of digital technologies by adolescents and young adults and the development of their cognitive and communication skills. Digitalization qualitatively changes development of cognitive and communication processes of adolescents and young adults. Therefore, the assessment of the patterns of relationships between the nature of cognitive and communicative development of children and the effectiveness of the use of digital tools should be carried out in a comprehensive manner based on an evidence-based approach. The study of this direction will allow not only

to determine the individual psychological characteristics of modern users of the digital environment, but also to outline strategies to reveal the cognitive and communicative potential of adolescents and young adults through the productive use of digital resources in the future.

Keywords: digital technologies, adolescents, young adults, communication skills, cognition, digital native

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COGNITIVE PREDICTORS OF CYBERBULLYING

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Abstract: The Internet has become not only an important technology for leisure and work, but also a self-sufficient and complete “habitat” for people. It is important to study the individual causes and environmental conditions of the problematic use of the Internet, to use the empirical data obtained in developing the ways to prevent negative phenomena in the personal and communicative life of children. In the psychological literature, personal predictors of cyberbullying are well studied. They have much in common with predictors of conventional aggressive behavior and traditional bullying. Deficiencies in moral development, low conscientiousness and goodwill, emotional instability and low social intelligence are the main markers of both bullying and cyberbullying. Cognitive predictors to cyberbullying are not well understood, fragmented and limited. At the same time, various researchers note the strong influence of Internet technologies on various cognitive abilities of users. The purpose of this study is to summarize the results of several correlation studies of the cognitive bases of cyberbullying in adolescents (n=105) and students (n=199). Two studies tested hypotheses about the relationship of cyberbullying with different types of intelligence, critical thinking, cognitive reflection, as well as a tendency to certain cognitive distortions, such as the frame effect, failure to take into account the basic probability of an event, naive epistemology, confirmation bias and sunk costs. As a result, statistically significant relationships were found between the tendency to cyberbullying in different roles (offender and victim), on the one hand, with reduced emotional intelligence and critical thinking, on the other hand. In addition, cyber-offenders had a poorer estimate of the base probability of an event and acted irrationally when analyzing sunk costs. In general, these studies demonstrate the promise of studying cognitive predictors of cyber-aggressive behavior, which are both intellectual and irrational in nature.

Keywords: cyberbullying, intelligence, critical thinking, rationality

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ENVIRONMENT AND CHILD DEVELOPMENT IN THE DIGITAL WORLD

PARENTAL ATTITUDES TOWARDS THE USE OF DIGITAL DEVICES IN THE FAMILY AND THE DEVELOPMENT OF OLDER PRESCHOOLERS

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Abstract: At preschool age of children, parents have a crucial influence on their development. In this regard, the study of the issues of childhood digitalization determines the importance and relevance of their consideration in the context of family education. The purpose of the study was to study the parents' attitude to the use of digital devices in the family in the development of senior preschoolers. Participants were presented by 273 parents and their children (137 boys, 136 girls; Mage=6.78, SD=0.33) from Moscow. Methods included survey of parents (with questions about both parents), Express-Diagnostics of Intellectual Abilities, and special technique for revealing the creative and intellectual potential, used for children. Results. The attitude of modern parents to the use of digital devices for development of older preschoolers is characterized by a variety of opinions. 4% of parents believe that interaction with a digital device is harmful to the health and development of the child. However, the majority of parents (96%) positively assess its influence on the preschoolers' development. Three groups of parents were divided according to the frequency of a digital device used by children: (1) rarely; (2) moderately; (3) often. The consensus of both parents was observed in 64.88% of families, while in slightly less than half of them (45.29%) parents were in favor of rare interactions with digital devices. An analysis of the parents' choice of digital content showed that they are mainly aimed at developing the child's cognitive sphere by computer programs developing logical thinking (69.8%), memory (50.7%), etc. The diagnostics of children development showed the importance of the frequency of a digital device use

for their intellectual development: it is higher in children of those parents who considered it better for preschoolers to use digital devices 1-2 times a week for developmental purposes.

Keywords: parents, preschool children, digital devices, development

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DIGITAL CHILDHOOD AND NATURE

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Abstract: Digital childhood is a new phenomenon (G.Soldatova). Information technologies have expanded the space of childhood life, created a new situation of development, new forms of interaction with the outside world: children learn about Nature “through” the digital environment and with the help of it. Nature is “a source of cheerful work, wise joy, an inexhaustible need for knowledge and creativity” (N.K. Roerich). To awaken a sense of Nature in children means to arouse one of the most beneficent soul-educating influences (K.D. Ushinsky). Cultivating a sense of Nature - the source of love and attraction to Nature - should be the first and main task of natural science. Breaking away from Nature, we have lost health both physical and spiritual. It is necessary to bring the growing generations closer to Nature, cultivating not a dead science of nature, but a living love for Nature (D.T.Kaigorodov). The communication of modern children with Nature is limited, although such communication is the basis for children’s creativity and the beginnings of ecological culture. The experience of the interaction of society with a natural object, the experience of the feelings and moods of this interaction, socio-psychological incentives: aesthetic and ethical, environmental information that acts as a stimulus through the emotional assessments they cause, and based on the intellectualization of emotions (S.D.Deryabo, V.A.Yasvin). The child’s mastery of cultural ways of interacting with the world of Nature is one of the targets of the Federal State Educational Standard for Education: “the development of cognitive interests and cognitive actions of the child in various activities”. To prove that the “digit” (ICT) is a cultural tool that contributes to the formation of internal motives for the knowledge of Nature by the Child: curiosity, the joy of knowledge, diligence, has become the goal of our study.

Keywords: sense of nature, a living love of Nature, experience feelings and moods, cultural ways, cognitive interests

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ROLE OF THE FAMILY IN THE DIGITALIZATION OF CHILDHOOD. INFLUENCE ON ACADEMIC PERFORMANCE

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Abstract: The new generations, unlike the previous ones, have their first encounter with new technologies at an early age. However, there are many myths and realities about their influence on academic performance and the behavior of children who later become adolescents and university students. This article proposes an approach to these issues and how they are evidenced in Cuba. We intend to show the necessary parent-school relationship in the digitalization process of childhood and its future impact on student academic performance. To achieve this objective, observation methods and techniques such as interviews and surveys were applied to professors and university students from four Cuban universities. Different age groups were selected, and along with the survey and professors' criteria, the following conclusions were reached. The use of ICT from an early age can have a positive impact on students' academic performance. However, it depends on the number of hours and the type of material to which the child is exposed. The role of both the teacher and the family is of vital importance to provide controlled access to information. When arriving at school, children show what they have learned at home. The school, as an educational institution that will develop and enhance their abilities, cannot achieve its objectives without the support of parents. Consequently, the interrelationship between parents and the school is essential for the complete development of the child. Parents should not only transmit theoretical knowledge to the child but also work on the development of social and technological skills that are essential for their future professional life. The development of soft skills such as communication, teamwork, leadership, and problem-solving are key to the child's future career success.

Keywords: digitalization of childhood, academic performance, parent-school relationship

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**CHILDHOOD FROM CHILDHOOD. METAPHORS IN THE
NARRATIVES OF GIRLS AND BOYS FROM A PROTECTION
BOARDING SCHOOL IN MEDELLÍN.
COLOMBIA**

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Abstract: This research will be qualitative with a hermeneutic approach with narrative methodology. The new social studies on childhood imply a social, cultural and historical reconfiguration, which goes through language, new scenarios and new ways of looking at the world. Much has been said regarding the conceptions of childhood, the relationship with school, learning and education, given from the voices of teachers, professionals and adults, who have been in charge of giving meaning to constructing from the discourse, and to make visible what years ago did not even have a name. Therefore, it is pertinent in this work to talk about institutionalized childhoods, that is, the childhood under the protection of the State, from the very voice of the boys and girls, starting from that there are other childhoods that do not have the daily life of being in a traditional family. The objective is to understand the metaphors about the conceptions that boys and girls construct, regarding their own experience as infants. The respondents are studied in a protective boarding school at the Colombian Institute of Family Welfare (ICBF), in order to make visible other childhood voices and other scenarios different from traditional ones. The discourse metaphors of boys and girls studying in a protectionist boarding school will be examined in detail, taking into account that most discourses and concepts are partially understood with others, and that here they acquire relevance in conditions of a destructive and destructive nature. Differentiated character, manifested in other ways called symbolic, takes into account the complexity of childhood experience through the use of metaphor. Thus, an approach to an abstract and reconfigured language of the new has been developed.

Keywords: conceptions of childhood, metaphors in the discourse, Colombian Institute of Family Welfare, boys, girls, institutionalization, protection

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WORK OF GRIEF: PRACTICES OF GRIEVING IN RURAL TRADITION

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Abstract: Manifestation of emotions, including mourning, differs from culture to culture and from one historical context to another. Grieving practices are determined by the life world and regulated by the social system. Child death is a taboo topic in urban discourse. However, during the folklore-anthropological expeditions in the Russian North, we noted that women were ready to talk about it and shared their personal experience of losing children (or siblings). Our focus is on the practice of experiencing loss in the village community. The material for the analysis was the records of the open electronic archive «Russian everyday life». Field work was carried out in the territories of Arkhangelsk and Vologda regions from 1980 to 2021.

Keywords: maternal folklore, mourning practices, experience of loss, anthropology of motherhood

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“RUSSIAN CHILDREN WELLBEING INDEX”: IMPLEMENTATION EXPERIENCE AND DEVELOPMENT PERSPECTIVES

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Abstract: Today, available data on the situation of children do not allow us to fully assess how well children live in Russia. The main directions of state policy in the sphere of childhood protection base on the data, that not always can accurately define what actions will best suit the interest of each child. One of the ways to better understand children real living standard in Russia is to develop and implement Children Wellbeing Index, as an evidence-based childhood policy tool. Children Wellbeing Index is the coordinated system of descriptors for assessment of children living standards, based on the analysis of two types of data: first, regularly collected official statistics, and, second, the result of sociological survey of children themselves and their parents' opinions. The report presents the experience of Elena and Gennady Timchenko Charitable Foundation in creating of such an Index from preliminary research of foreign Indices in 2018-2019 to the massive survey of 100 000 students at the age of 10-17 and their parents in 8 regions of Russia in 2022. The report also covers the issues of creating and harmonizing the Index system, which includes mutual verification of the questionnaire and static parts, and the ways in which the Fund plans to develop and implement the Index in the future. The last part of report reveals possibilities of using the Index in evidence-based decision-making in childhood sphere. The results are applied to develop and gather best practices in improvement of some separate elements of wellbeing at the level of regions; to create regional analytical centers; to launch an education program about interpreting and using data for regional officials, NGO-employees and different public representatives.

Keywords: children wellbeing, children wellbeing index, evidence-based policy, survey

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GENERAL RESULTS OF CHILDREN SURVEY IN PROJECT “RUSSIAN CHILDREN WELLBEING INDEX” IN 2022

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Abstract: The report will consist of brief results of an on-line survey of children and teenagers at the age of 10-17, that was conducted as a part of the Children Wellbeing Index project in 2022. In total, 132 984 teenagers from 8 regions of Russia took part in the survey. Their number is approximately 1% of all children population of Russia at that age. The absolute majority of surveyed children live with their parents in families which consist of three or more members. This feature is due to the nature of the research which is an administrative survey, the links to online questionnaire were sent through schools. Our research does not focus on all problems, that face children left without parental care. Instead, the research was oriented to analyse wellbeing of ordinary, normal children, whose welfare is not a matter of concern. The questionnaire consists of 40 questions, divided into 6 basic domains of wellbeing: health, material wellbeing, security, education, social relations and self-realization. The main outputs of report are described below. In general, surveyed children are satisfied with their lives with 81,1% assessing their overall satisfaction to 4 or 5 out of 5. However, life satisfaction is lower in younger children than in older children. The age 13-14 years is the transitional age not only in the physiological sense but in the emotional and material wellbeing spheres too. At the age of 12-14 children have more difficulties with communication both with classmates and parents. It can be assumed that these problems are of the same nature and reinforce each other. One of the crucial elements of children’s wellbeing is the possibility to be heard by parents and other adults. At the same time this factor affects how often children do feel lonely.

Keywords: children wellbeing, children wellbeing index, evidence-based policy, survey

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GADGETS IN THE LIVES OF CHILDREN FROM 5 TO 11 YEARS OLD

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Abstract: Computer, mobile phone, Internet, social networks, IT tools have fundamentally changed the world around us and turned from luxury items into ordinary components of everyday life over the past 20 years. It is no longer possible to imagine a modern family without such devices as a smartphone, tablet or computer. Children, from birth, watching the lives of adults, begin to be interested in gadgets. For example, a modern child can see that parents use computer technology more often than they read books. The purpose of this study is to assess the real picture of the interaction of children from 5 to 11 years old with gadgets. Methodology. In the context of post-COVID restrictions, it was decided to first conduct an Internet survey of children. A questionnaire was developed for children of senior preschool and primary school age. In 2022, 120 people aged 5 to 11 took part in the survey. The survey revealed that 66.7% of the children surveyed have their own gadget. A greater number of children aged 5-11 years who do not have their own gadget were boys, 36.2%, against 29% of girls. At the age of 5, 6% of children have their own gadget (this is 1 child out of 17), and at 11 years, 100% of the children surveyed already have a gadget. More than half of the surveyed 11-year-olds have their own account on a social network but only 80% of them communicate with friends online. To the question "If you have free time, what will you choose?" 53.1% said they would choose screen time. The main conclusion of the work is that at the moment children are mostly accustomed to the passive absorption of digital information and do not use gadgets for cognitive development.

Keywords: children from 5 to 11, cognitive processes, tablets, smartphones, social media, internet

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FEATURES OF INFERTILITY-RELATED STRESS EXPERIENCED BY WOMEN

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Abstract: Studies emphasize the role of infertility-related stress in the development of infertility and the influence of psychological factors on success of treatment. The purpose of the study was to investigate characteristics of individual components of infertility-related stress such as anxiety, depression, emotional schemas, and stress coping strategies. The data were collected and processed with Beck Anxiety Inventory (BAI), Beck Depression Inventory (BDI); Fertility Quality of Life (FertiQoL) Questionnaire (by J. Boivin); Emotional Schemas Questionnaire II (LESS II) (by R.L. Leahy); and COPE Stress Coping Questionnaire adapted by T.O. Gordeeva, E.N. Osin, et.al., Mann-Whitney U nonparametric test for statistical analysis. A sample of 33 infertile women (the main group) and 33 women without infertility who were not planning pregnancy in the near future (control group) participated in the study. The study showed that the infertile women experience insufficient satisfaction with their quality of life, subjective emotional distress, lack of social support, and some extent of marital dissatisfaction. Moreover, subclinical levels of anxiety and depression are accompanied by general intensity of emotional schemas and prevalence of such schemas as “Guilt about Emotions”, “Incomprehensibility”, “Invalidation by Others”, “Predicted Duration of Emotions”, “A Tendency to Ruminates”, “Simplistic View of Emotions”. In stressful situations, the women experiencing infertility-related stress tend to use behavioral strategies characterized by inflexibility, avoidance, denial, and rare use of positive reframing or humor. The study revealed various factors contributing to the infertility-related stress experienced by the infertile women: insufficient satisfaction with their quality of life, subjective emotional distress, lack of social support, and marital dissatisfaction. Moreover, subclinical symptoms of anxiety and depression are accompanied by general intensity of emotional schemas and a limited range of stress coping strategies.

Keywords: infertility-related stress, anxiety, depression, emotion regulation strategies, women

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WHAT WOMEN ARE AFRAID OF IN CHILDBIRTH: THE ASSOCIATION BETWEEN FEAR OF CHILDBIRTH, DEPRESSION, AND ANXIETY DISORDER

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Abstract: For many families, the birth of a child is a strong emotional experience. Not only the birth itself but also the expecting period, and sometimes even planning. Despite the fact that most births in modern culture are safe, pregnant women have a fear of childbirth or anxiety before it. Data show that approximately 25% of pregnant women suffer from a high level of fear of childbirth (Wijma et.al, 2002). Depression and anxiety disorder can be the cause of fear in the upcoming birth but it happens that the fear of childbirth is present without depression and anxiety disorder (<https://pubmed.ncbi.nlm.nih.gov/22085403/>). The purpose of the study is to investigate the relationship between fear of childbirth, perinatal depression and anxiety disorder. A sample of pregnant women who agreed to participate in the study underwent an anonymous survey in which the level of fear was assessed on the FOC scale, the symptoms of perinatal depression were evaluated with the Edinburgh Scale, and the level of anxiety was measured by GAD-7. In addition, an in-depth interview was conducted with each pregnant woman.

Keywords: fear of childbirth, perinatal depression, anxiety disorder.

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IMAGE OF THE CHILD IN THE MINDS OF FUTURE TEACHERS

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Abstract: Relevance. The article shows that the adequate holistic image of the child is a necessary condition for successful pedagogical activity. Purpose is to study the actual image of the child in the minds of students who are beginning to prepare for pedagogical activities. Research methods and sample. The study was conducted during the seminar by the method of content analysis of associations with the image of the child in students who chose a teacher career. Work on the concept of “Child” was based on the principle of actualization of students’ associations with the image of the child. Students developed their associations, presented them at the general plenum. The discussion was based on the principle of highlighting the main / general, unexpected / singular in the ideas about the child, the risks and resources of modern childhood Main results. The main characteristics of the child’s image obtained in the course of content analysis are: 1. a scarce approach to the child as a non-reliable, immature being; 2. the child’s dependence on others, adults with parents mentioned very rarely; 3. lack of interconnection of children, absence of the category of friendship and “horizontal” ties; 4. understanding the child as a contradictory and complex being; in this approach, the value judgments of “good-bad” are strong; 5. the child as a real developing subject, revealing potential. The main risks for the development of the child, according to students are: 1. risks associated with various types of violence against the child: physical, verbal, pedagogical; 2. fear, fearfulness, anxiety, uncertainty, helplessness; 3. external negative circumstances of life: instability, injustice, negative people and the development environment, helplessness; 4. risks coming from the child himself, his youth and inexperience: recklessness, unselfishness, unwillingness of the child, irresponsibility, closeness. Conclusion. Some approaches to the formation of an adequate image of the child are described.

Keywords: the image of the child, child, pedagogue, education, adults, anxiety

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SUSTAINABLE DEVELOPMENT: THE CONCEPT OF “NATURE” AND THE PARADIGM OF ENVIRONMENTAL CONSCIOUSNESS

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Abstract: In fact, humanity is on the path of self-destruction at biological, social, cultural, educational, and mental levels. Digitalization is associated with the development of human technogenic capabilities, transformation of a person into “Homo Informaticus” or into a Centaur “Human is a Figure”, genetic transformation (Mutated Human). Principle 1 of the Declaration on Sustainable Development Strategy (Rio de Janeiro, 1992) is the concern for human efforts to achieve sustainable development. People have the right to a healthy and fruitful life in harmony with nature. The general object of ecopsychological research (Psychological ecology, Ecological approach to perception, Environmental psychology and others) is the psychological aspect of interactions in the “human – environment” system. Types of ecological consciousness are archaic, anthropocentric, ecocentric (Deryabo, Yasvin, 1996), and nature-centric (Panov, 2004, 2014). Components of ecological consciousness are Cognitive, Affective, Behavioral, and Axiological. Factors that determine the type of ecological consciousness are the Fear of nature: archaic type; Struggle with nature: anthropocentric type; Concern for nature: ecocentric type; Harmony with nature: nature-centric type. “Nature“ is everything that exists; the total object of natural science, including ecology as part of biology and as an interdisciplinary approach; the totality of the natural conditions for the existence of mankind (Philosophical Encyclopedic Dictionary (1983). Three paradigms of ecological consciousness are Natural science, Ecological, Transcendental. Expanding Human Ecological Responsibility is the agent of individual and/or group development; the agent of development and co-evolution the Ecosystem «Humanity – Planet; the agent of the «Nature as a being»: a person, animate and inanimate Nature, the Planet and, in general, the Universe.

Keywords: human – environment system, ecological consciousness, nature, development

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SPATIAL ORGANIZATION OF SCHOOL ENVIRONMENT: SUSTAINABILITY AND ENVIRONMENTAL FRIENDLINESS IN THE ERA OF DIGITALIZATION

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Abstract: The relevance of the spatial organization of school environment in the context of sustainability and environmental friendliness in the era of digitalization is due to the need for reflection on the relationship between the didactics of educational practices in the era of digitalization and the spatial organization of the school corresponding to this specificity. The purpose of the study is to review theoretical and empirical, mainly foreign studies on certain aspects of the spatial environment organization in the context of digitalization with an emphasis on psychological well-being in schoolchildren. The main results can be summed as the allocation of the same directions in the field of organization of spatial environment at school, such as the mobility of school environment, adaptation to the needs of schoolchildren, orientation to free communication of subjects, flexibility of spatial locations of the teacher, the availability of opportunities for activity and risk in the environment. As an independent aspect of the organization of the spatial environment of school in the era of digitalization. Another component of the research we analyze is the appeal to the indicators of psychological well-being, interconnected with the selected parameters of the organization of spatial environment. In the system of indicators of psychological well-being, psychological ones are distinguished as involvement, enthusiasm, attachment to the environment; socio-psychological ones include communicative competence, trust, cooperation; academic indicators are involvement, cognitive resources, academic achievement; and pro-environmental indicators include pro-ecological attitudes and focus on resource-saving technologies.

Keywords: digitalization, school environment, spatial organization, sustainability, psychological well-being.

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PSYCHOLOGICAL WELLBEING OF MOTHERS AND EARLY CHILD DEVELOPMENT

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Abstract: In the present study we analyzed the data obtained from the 1014 survey answers on the psychological well-being of mothers of young children. Psychological well-being of mothers of 1-3 y.o. children is reduced and the average values of both psychological well-being and the severity of positive affect are at the lower limit, and negative affect is at the upper limit of the norm. 882 mothers (out of 1014) surveyed note that the fathers of children take part in the upbringing and care of the child (to the degree from minimal to full inclusion except for breastfeeding). Only 353 mothers talk about help from the extended family (siblings, grandparents, aunts/uncles and great-grandmothers of the child). Mothers who are assisted in the care of their children by the fathers of their children rate their satisfaction with their lives and relationships with a partner significantly higher than those who do not receive assistance from the fathers of children. Mothers who are assisted by extended family members rate their satisfaction with their own lives significantly higher than mothers who are not assisted by extended family members. It is noteworthy that no significant differences in the assessments of satisfaction with relationships with children were found either in the first or in the second comparison.

Keywords: intensive parenting, involved fatherhood, child development, marital satisfaction, life satisfaction, child development.

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PROJECT ACTIVITY AS A MEANS OF FORMING IDEAS OF SUSTAINABLE ENVIRONMENTAL DEVELOPMENT IN PRESCHOOL CHILDREN

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Abstract: Modern society needs a constructive person who is able to learn about the world around through activity, to realize potential, to show initiative and creative approaches to solving pressing problems. Formation of ideas about sustainable development in children at the stage of preschool education will not only lay the foundations for respect for the environment, but also form the ability to live in a sustainable world in harmony with society, nature and oneself. Sustainable development is understood as a process that includes three components: social, economic and environmental. The purpose of the study is to test the hypothesis that digital technologies, namely the development of projects in the algorithmic language Scratch, will allow children to form ideas about sustainable environmental development. The research methods were a conversation with preschool children on the subject of sustainable environmental development, the study of theoretical and practical material in the authors' studies on the problem of sustainable development, as well as an experiment applying the methods by O.A. Solomennikova "The World of Animals and Birds" and "The Plant World"; by A. I. Ivanova "Describe the picture". After the formative stage of experimental work, taking into account the use of digital programming technology in the Scratch program, diagnostics were carried out that showed significant increase in the level of children's ideas about sustainable environmental development. Thus, a high level was detected in 46% of older preschoolers (23%), an average level was detected in 38% of older preschoolers (31%), a low level was detected in 6% of older preschoolers of the group (46%). Thus, we can conclude that the use of the Scratch digital tool can achieve the desired effect in terms of shaping the sustainable environmental development of preschool children.

Keywords: project, sustainability, sustainable environmental development, children

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CATALOG/REPOSITORY OF QUALITY AUDIOVISUALS FOR EARLY CHILDHOOD

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Abstract: The design of the project fostering an audiovisual culture for children in early childhood and their families, through the use of multiple screens, was structured with the help of the definition of tasks and specific objectives linked to each other, so that the achievement of each one could lead to the achievement of the final goal. The referential theoretical framework of the aforementioned research project, approved by the scientific community formed in the Central Institute of Pedagogical Sciences of Cuba (ICCP) and formally represented in its Scientific Council, fulfilled the essential function of supporting the research process and of course, of the organization of actions. That is why, from the adequate interrelation, interpretation and contextualization, of the two great theoretical nuclei assumed (related to the conceptions of early childhood and its development and with an audiovisual culture), synthesized in the national context from the activity of the Center of Latin American Reference for Preschool Education (CELEP) and the Cuban Institute of Cultural Research Juan Marinello, emerge the main decisions and proposals that are made. From these essential pillars, the result that is presented was built. The general objective is to prepare a catalog of quality materials, with the potential to contribute to audiovisual consumption for early childhood development. In order to fulfill the proposed objective, more than 500 audiovisuals of all origins, extensions, genres and formats were observed. For their selection, it was taken into consideration as inclusion criteria, that they were aimed at the early ages and that they were quality materials. The focus of the study carried out is fundamentally qualitative, in which the theoretical, analytical-synthetic, inductive-deductive and systematization methods of scientific research are privileged.

Keywords: Catalog, repository, quality audiovisuals, early childhood

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CHILD, FAMILY, SCHOOL IN THE INFORMATION SPACE

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Abstract: Relevance. In the modern world, information technology allows to create digital spaces for the child, parents and school. The issues of concern are how well protected a child's world in the digital space is; how parents, children and educators interact in the digital world; how children are taught the basics of cybersecurity. Aim of the research is studying potential threats when using the Internet by a child, finding ways to ensure children's safety. Research methods include a questionnaire and in-depth interviews. In the course of the study, 450 students from schools of Rostov-on-Don city were interviewed. Main results. Master students of the Southern Federal University conducted a study in which they tried to find out the main risks and threats that may arise when using the Internet and considered offenses committed against adolescents on the Internet. The study revealed that 71 percent of schoolchildren do not know what to do and who to contact for help if they find illegal or negative content on the Internet. The Internet and social media can pose risk to children, especially if they do not know how to use them properly and how to protect their personal information. There are many programs and tools that help to organize safe work of children on the Internet. These include Parental Control software, antiviruses software, Internet filters, mobile applications, monitoring tools that help parents track children's Internet activities. However, only an open dialogue and frequent communication with children about their online activities can help parents and educators better understand the problems of the child and thus prevent possible risks. Conclusion. Teaching children how to use social media safely can help them avoid unwanted online situations. Involving children and adolescents in the study of problems related to cyber threats contributes to the development of their information culture.

Keywords: cybersecurity, information culture, children, parents, teacher, Personal Information

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SOCIAL-PSYCHOLOGICAL EFFECTS OF REMOTE WORK IN PROFESSIONAL DEVELOPMENT AND EDUCATION

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Abstract: Introduction. The COVID-19 pandemic has forced many industrial and educational organizations to switch to a remote approach. Although remote work and education have some economic and organizational advantages, there are also some potential «pitfalls» reflected in the social activities, personal development and team interactions. Methods. The method of theoretical analysis of scientific and methodological sources in the fields of social, educational and organizational psychology was used. The authors' attention was focused on the remote forms of work and learning in “normal” conditions, in contrast to the forced transition to remote activity while providing anti-pandemic measures. Results. The socio-psychological effects manifest in three directions: (1) interaction and communication, (2) formal and informal groups and joint activities, (3) personal development. Interaction and communication include the impact of digital technologies on the information transfer within the teams and interpersonal contacts. The consequences are increasing experience of isolation, virtual interaction with sense of anonymity, text forms of communication. The decreasing phenomena are role of visual non-verbal communication system and opportunities of feedback giving and reception. Formal and informal groups experience decreasing sense of group identity and cohesion, loyalty to educational organization and involvement in joint activities, social support within the group or organization. Some features of social activity expansion are multiple organizational membership and educational mobility. The difficulties in educational administrating relate to organization and coordination of joint work and result assessment. Personal manifestations are observed at the level of an individual system of values and interests, goals setting and achieving, individual behavior and subjective well-being, vocational choices and motives. Conclusion. Summing up, we can offer some recommendations for organizational and psychological support of learning, education and career counseling for school students in order to minimize or compensate for the impact of nega-

tive socio-psychological effects of remote activity organization on learning groups and individuals.

Keywords: remote work, remote learning, remote teams, communication, verbal and non-verbal communication, interaction, group identity, team cohesion

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LIFE POSITION OF STUDENTS' PARENTS: ON THE ISSUE OF THE SOCIAL SITUATION OF DEVELOPMENT

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Abstract: To clarify the characteristics of the influence of parents' emotional and value orientations on the socialization of modern schoolchildren, a study was conducted. The analysis of the answers obtained in the course of anonymous questionnaire surveys of 40 575 students in grades 7-11 of general education schools from 17 regions and 322 177 parents from 85 regions of the Russian Federation, (surveys 2021/22) was carried out. The report analyzes answers to questions related to three indicators of life position: value orientations, emotional assessment of the success of one's future prospects, assessment of the personal significance of certain social threats. The influence of demographic (gender, age) and social stratification factors (fullness of the family) is considered.

As a result of a special factor analysis, three bipolar factors were identified, explaining 87,6% of the total variance. Factor F1 “social recognition, doubt – social well-being, optimism” with the positive pole determined by values: the presence of close friends, the respect of others, an increase in the level of education, which correlate with doubts about one's future success. At the negative pole the values of material well-being, a happy family life, a positive assessment of future prospects is found. Military conflicts and unemployment are mentioned among the main threats to the implementation of these orientations. Factor F2 is “self-realization, pessimism – physical well-being”. Here, the positive pole is determined by the values of creative and professional realization, self-reliance and independence. Such life attitudes are associated with pessimistic assessments of one's success in life. The negative pole of the factor is represented by the value of physical well-being (“health”). Factor F3 is “the desire for spirituality – objective threats to existence”. Its positive pole is determined by the values of spiritual and physical intimacy with a loved one, an increase in the cultural level, correlated with the threats of extremism and the tightening of the regime in the country. The negative pole

is determined by threats caused by natural phenomena like “epidemics”, etc. The features of parents and students subsamples, taking into account their marital status, gender and age in the space of factors F1 and F2, are considered. It has been established that mothers and fathers from complete families are characterized by an orientation towards family and material well-being. Boys from complete families in the period of study, both in primary and in high school, have doubts about their social success. Girls from complete families studying in primary and high school experience not only doubts about social recognition but also about success in self-realization. A special position is occupied by mothers from single-parent families: they transmit pessimism in relation to their social success and self-realization to the child, which is also reflected in the life position of high school students from single-parent families.

Keywords: teenager, socialization, full/single parent family, values, emotional assessment of success, threats of the social environment.

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PAST TRAUMATIC LIFE EVENTS AND POSTPARTUM PTSD

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Abstract: Postpartum post-traumatic stress disorder (PP-PTSD) can be conceptualised both as the first-time onset disorder related solely to childbirth in the absence of prior PTSD symptoms or any predisposing factors as well as a pre-existing PTSD after previous traumatic events that is reactivated by childbirth. Accordingly, convincing evidence indicates that past traumatic experience is a significant risk factor for developing PP-PTSD. The aim of this study was to investigate the association of postpartum posttraumatic stress disorder (PP-PTSD) symptoms and subjective rates of traumatic birth experience with past traumatic life events, namely physical and sexual assault, child abuse, and the cumulative traumatic experience. Furthermore, we investigated the effects of previous traumatic birth experience on subsequent childbirth and risk of PP-PTSD. A sample of Russian women ($n=2\ 579$) who gave birth within the previous 12 months, filled in a web-based survey, where they reported demographic and obstetric characteristics, past traumatic experiences, evaluated their birth experience (0-not traumatic, 10-extremely traumatic) and completed the Edinburgh Postnatal Depression Scale (EPDS) and the City Birth Trauma Scale (CBiTS). We found that PP-PTSD symptoms were higher among women who previously experienced physical ($F=22.02, p<0.001$) and sexual ($F=15.98, p<0.001$) assault and child abuse ($F=69.25, p<0.001$), with only associations with child abuse ($F=21.14, p<0.001$) remaining significant for subjective rates of traumatic birth experience. After adjustment for covariates the cumulative traumatic experiences were significantly associated with both PP-PTSD symptoms ($B=1.88, p<0.001$) and the subjective rates of traumatic birth experience ($B=0.18, p<0.001$). PP-PTSD symptoms

were lowest for those who had already given birth previously and that experience had not been traumatic; they were, on average, more than 1.5 points higher for those who gave birth for the first time in the present study, and, finally, the highest scores were among the participants whose previous birth experience was also traumatic ($F=10.04$, $p<0.001$). Trauma awareness training for midwives, obstetricians and other caregivers working with women during perinatal period is essential and trauma-informed practices during childbirth are warranted for prevention of PP-PTSD.

The research project was supported by the grant of the Russian Science Foundation number 22-18-00356.

Keywords: postpartum PTSD, traumatic birth, past trauma, child abuse, physical and sexual assault

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FEELING OF LONELINESS IN CHILDREN: DATA FROM THE SURVEY OF CHILDREN AND PARENTS IN THE PROJECT “CHILDREN WELLBEING INDEX”

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Abstract: The feeling of loneliness is a multiple phenomenon, that affects many sides of children’s wellbeing. In order to realize “Russian Child Well-being Index” project since 2021 Elena and Gennady Timchenko Charitable Foundation has been collecting “children’s voices” – the survey data of children at the age 10-17 and their parents. This information allows us to talk about wellbeing from six points of view in the domains of education, health, material wellbeing, self-realization, security and social relations. Apart from main questions to indicate domain values, there are some supplementary questions, needed for better and wider understanding of wellbeing. One of them is “How often do you feel lonely?” in children’s questionnaire, and the same one in parents’ questionnaire. So, the report is based on the analysis of 230 000 children and their parents’ responses regarding the feeling of loneliness. The main outcome is that there is a stable connection between the regularity of the feeling of loneliness and general children wellbeing. Students, who often feel lonely also think that their classmates threaten them worse, they more frequently encountered with bullying, at home their parents scream at them more often, than in typical families and the number of scandals in their families is also bigger. The main risk factors for loneliness are identified. They are the inability to be heard by parents and adults (to a lesser extent this applies to peers), as well as psychological or even physical violence against a child. Moreover, children’s loneliness relates with such parameters as overall life satisfaction, the presence of their own items and a room, the presence of bullying at school and some others. In comparison with children responses parents’ assessment often belittle the role of positive factors and exaggerate the role of negative features. Especially it is true for the question about relations between the child and family.

Keywords: children wellbeing, children wellbeing index, evidence-based policy, survey

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DEVELOPMENTAL CHANGES AS CHILDREN MATURE: PARENTING ATTITUDES IN THE MODERN AGE

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Abstract: Parental attitudes have been the focus of attention of researchers for many years. Developed parent attitudes were classified typologically: authoritarian, democratic, permissive and negligent. It seems important that parents' attitudes change in parallel with the age and development of their children. Current studies and theories on understanding this show broad consistency in this direction. This study discusses the effect of dynamic parenting attitude depending on the developmental stages of children. Considering that the effects of the developmental period in psychology have increased significantly in recent years, the reflection of this on the parenting attitude makes this study unique. While doing this, current parental attitudes, evaluation of scientific studies and developmental stages were thoroughly investigated by thematic synthesis method. Apart from the static understanding, the model that emerged as a result of the study is dynamically and developmentally meaningful and three main parenting attitudes have been developed; counseling, friendship and egalitarian. In this sense, the counseling attitude is accepted as informing, telling advice, recommendation and presentation. Friendly attitude also includes more togetherness, conversation, sharing and support. Libertarian attitude, on the other hand, seems critical to feel as an individual, to avoid intervention, to get support, to consult their ideas and to ask for help that will require them to take responsibility. The psychological, affective, social and individual effects of sub-indicators of these attitudes have been discussed and have brought a new perspective to the literature. The dynamic parenting attitude that is developed and revealed makes it important for educators to show a more meaningful approach to the development of the individual. However, since it is a qualitative study with this new attitude, it would be valuable to study these attitudes with different research methods such as quantitative or a more detailed qualitative study (e.g., observation, experimental and interview).

Keywords: parental attitudes, developmental stages, childhood, child, adolescence

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ANALYSIS OF THE EMPATHIC ABILITIES OF STUDENTS IN THE CONTEXT OF DIGITALIZATION OF THE EDUCATIONAL PROCESS

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Abstract: Relevance. In modern society, digitalization affects all areas of society, including education and becomes the basis for the development of society itself and social relations. The purpose of the study is to study the features of students' empathic abilities in the context of digitalization of the educational process. Material and research methods. The study involved 1st year students of the Medical Institute of the "Mordovian state University named after N. P. Ogarev" direction "General Medicine". A total of 88 people were examined. The average age is 18 years. Diagnostics of empathy was carried out with the method of diagnosing the level of empathic abilities by V. V. Boyko. Results. A very high level of empathy was found only in 9% of the surveyed, 29% of students have an average level of empathy, most of the surveyed (53%) have an underestimated level of empathy, a very low level of empathy was found in 9% of the surveyed. 23% of the respondents have attitudes that promote or hinder empathy, the rational channel of empathy prevails in 19% of the respondents, identification in empathy is found in 16% of the respondents, the intuitive channel of empathy characterizes 14% of the respondents, the penetrating channel of empathy is manifested by 14% of the respondents, the ability to empathize is found in 14% of respondents, the emotional channel of empathy is observed in 12% of respondents. Conclusion. It should be noted that technologies have both positive and negative effects on the development of empathy. While they can bring people together, strengthen a sense of community, and help share experiences, they can also lead to a reduction in face-to-face interaction, a lack of attention to non-verbal cues and emotional displays. To develop empathy, it is important to find a balance between technology and real communication and prioritize face-to-face communication and connection with other people.

Keywords: empathic abilities, students, educational process

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PARENTAL BURNOUT AND EMOTIONAL DEVELOPMENT OF THE CHILD

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Abstract: Parental burnout is becoming more and more prevalent in the world, mainly in individualistic cultures with high demands towards parents (Roskam et.al, 2021). Parental burnout is distinct from depression and has its unique consequences for child development, which are under current international research. This work contributes to the understanding of parental burnout and child emotional development (specifically emotion comprehension) associations. Additionally, we analyzed whether there are any differences in the effects of parental burnout on boys and girls. Our results show that parental burnout positively correlates with child emotion comprehension skills, specifically understanding of external causes ($B = 0.20$, CI: 0.03; 0.37) and mental causes of emotions ($B = 0.22$, CI: 0.05; 0.40). This effect is gender dependent and is significantly higher for girls ($B = 0.54$, CI: 0.09; 0.98). Parental burnout might provoke development of extra sensitivity and self-regulation strategies in girls.

The research project was supported by the grant of the Russian Science Foundation number 22-18-00356.

Keywords: parental burnout, depression, parenthood, emotion comprehension, emotional development, child development

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EDUCATIONAL ENVIRONMENT AS A FACTOR OF PSYCHOLOGICAL WELL-BEING OF PRE-SCHOOL CHILDREN

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Abstract: The relevance of the study lies in the existing contradiction between the significance of psychological well-being of the child for successful socialization and development of higher mental functions and insufficient development of this problem at the pre-school stage. Taking into account the influence of negative trends of sociocultural transformations, as well as qualitatively other conditions of life of modern children is essential. The purpose is to study the influence of the educational environment on the psychological well-being of children of late preschool age. Methods include organizational, empirical (observation, survey, psychological experiment, quasi-experiment, physcho-diagnostic method, including tests and surveys), quantitative and qualitative methods of data processing, interpretive methods. The sample consisted of 409 older pre-school children of pre-school institutions in Belarus. The number of participants in the formative stage was determined on the basis of the naturally established 20 groups of pre-school institutions. In the course of the study, the author’s interpretation and operationalization of the concept of “psychological well-being of the child” in relation to pre-school age were carried out. Based on the empirical classification, three types of psychological well-being of children of senior pre-school age have been singled out and characterised in a meaningful way: well-off, conditionally well-off, and eventually disadvantaged. The relationship of indicators of child well-being and components of educational environment has been determined. A programme to optimize the educational environment in the pre-school education institution group has been developed and tested. The results presented in the study make it possible to speak about the characteristics of social, spatial and subject and technological components as determinants of psychological well-being of the child with a high probability.

Keywords: psychological well-being, late preschool age, types of psychological well-being, educational environment, ensuring children’s psychological well-being, pre-school institution

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POWER OF QUALITY CONTENT IN CHILDREN’S MEDIA: PROMOTING SUSTAINABILITY AND ECOLOGICAL CONSCIOUSNESS IN EARLY CHILDHOOD DEVELOPMENT

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Abstract: This article examines the importance of quality content in children’s media for promoting sustainability and enhancing early childhood development. It discusses the need for sustainable and developmentally appropriate content in media for young children, defines and assesses quality content, and explores how it can increase awareness and induce social behavioral change. The article takes a case study approach, analyzing Kozalak Preschool, an animated series written by the author of the article, which models sustainable practices and encourages children to connect with nature. The series was created as part of the Increasing Quality of and Access to Early Childhood Education (ECE) Services Project in Turkey, and serves as an example of how quality content can promote sustainable behaviors and support early childhood development.

Keywords: quality content, children’s media, sustainability, early childhood development, Kozalak Preschool, animated series.

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DIGITAL COMPETENCIES OF TEACHERS IN FURTHER EDUCATION IN THE ERA OF DIGITALIZATION OF EDUCATION

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Abstract: The article considers the concept of “digital competencies”, “teacher of additional education”, “digitalization of education”. A special emphasis is placed on the processes taking place at different levels of transformation of teachers regarding their mastery of digital tools and the use of digital technologies both offline and online. Nevertheless, the communication of teachers with their pupils takes a big part of the process. The definition of “Digital Competence” appeared in official documents in 2006 as a key competence for lifelong learning. Calvani et al. (2010) emphasized the interaction between three aspects of digital competence: technological, ethical, and cognitive. The purpose of this study was to develop a model for the formation of digital competencies of an additional education teacher. For the study we use the online survey. The result of this study was the development of an effective model for the development of digital competencies. The model includes (1) communication and cooperation in the digital environment; (2) self-development under uncertainty; (3) creative thinking; (4) information and data management; (5) critical thinking in the digital environment; (6) data security and protection; (7) digital content creation. Hybrid learning is a comprehensive combination of distance and online learning. Hybrid and mixed learning models have become important for the learning process, as they allow not only to continue learning in times of crisis or instability, but also to bring education to a new stage of development. All these areas will contribute to the development of digital competencies in teachers of vocational education.

Keywords: digital competencies, teacher of additional education, digitalization of education, digital technologies, digital tools, distance education

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