Paramonova M.Yu., Krichevtsova E.I., Nikiforova O.V.

Retrospective analysis of approaches to ensuring the safety of the educational environment

ABSTRACT. The article presents a retrospective analysis of literary sources by philosophers, educators, and psychologists from Antiquity, the Middle Ages, and the Modern and Contemporary periods dedicated to the organization of the educational environment for preschool children. Three components of the educational environment (social, psychological-pedagogical, and subject-related) have been identified, and their significance in ensuring physical and mental health and emotional well-being for preschool children has been established. Keywords: educational environment, preschool children, social component of the educational environment, psychological and pedagogical component of the educational environment, subject component of the educational environment, developing material and spatial environment, safety.

Gladkova Yu.A., Solomennikova O.A.

On the key components of the educational environment as a factor in personality development

ABSTRACT. The article presents a psychological and pedagogical analysis of the concept of "educational environment", describes the existing author's models of the educational environment, and provides a brief analysis of the cultural approach to defining the characteristics of the educational environment. The article also analyzes the concept of "educational environment" from the perspective of modern regulatory documents governing activities at the preschool education level. Keywords: educational environment; components of the educational environment; models of the educational environment; ecological-personal model; communicative-oriented model; anthropological-psychological model; psychodidactic model; ecopsychological model; three-vector model; cultural approach

Ghugainova O.G.

Conditions and principles for ensuring a psychologically safe environment in a preschool educational organization

ABSTRACT. The article substantiates the relevance of the formation of a safe educational environment as a fundamental condition for the development of a psychologically healthy personality of a preschool child and the harmonization of the mental state of all subjects of the educational process. The author's position is to consider a safe educational environment as a complex phenomenon that provides not only physical but also psychological security, emotional comfort and conditions for the personal development of a preschool child. The work presents the conditions and lists in detail the fundamental principles of designing and creating such an environment in a preschool educational organization. Keywords: educational environment, principles of safe environment, comprehensive safety, psychological safety, safety culture.

Masalova V. S., Ryabaya N. V.

Separation of educational tasks as a condition for effective interaction between kindergarten and family

ABSTRACT. The article considers one of the priority areas of activity in preschool education – interaction between kindergarten and family, and presents the results of an experimental study of interaction optimization. The objective of the study was to study the ideas of parents of pupils and kindergarten teachers regarding the possible optimization of interaction between kindergarten and family by solving educational problems. The results obtained in the framework of the study allow us to say that parents are critical of the work of kindergarten teachers, but recognize the importance and necessity of their involvement in educational activities of kindergarten with children, are ready to cooperate and are ready to assume a certain amount of responsibility in solving educational problems. teachers are not satisfied with the existing system of interaction with parents and believe that productive cooperation with the family requires updating the content of activities, which implies the need to revise the relationship between the kindergarten and the family.

Keywords: interaction, cooperation, family, parents, children, kindergarten, educational tasks, preschoolers

Osinenko M.V., Krichevtsova E.I.

The concept of a united system for assessing the quality of preschool education in the Russian Federation: regulatory foundations, methodological approaches, and criteria

ABSTRACT. This article argues for the necessity of creating a unified system for assessing the quality of preschool education based on an analysis of current state tasks regarding the upbringing, education, and development of preschool-aged children. The study of normative legal documentation regulating relations in the field of preschool education allowed for the determination of the essence of the concept "quality of preschool education" and the characterization of methodological approaches to its assessment. As a result of the systematization of various domestic and foreign methods for assessing the quality of preschool education, criteria for evaluating the quality of preschool education have been identified. Keywords: assessment, quality of preschool education, preschool education internal quality assessment of education, external quality assessment of education, assessment criteria

Burlakova I.A.

To the problem of ensuring comprehensive security of the educational environment of a kindergarten

ABSTRACT. The article outlines some issues of ensuring the comprehensive safety of the educational environment and problems related to the safety of the environment of a preschool educational organization. To solve the existing problems, it seems necessary to develop approaches that take into account the specifics of preschool education, formalized criteria and methods for monitoring and control.

Keywords: integrated security, educational environment, physical security, digital security, psychological security, preschool education.

Zhilyaeva T.V., Tolstobrova E.M., Taraday Yu.M., Nasonova U.F.

Associations of fluid intelligence with socio-demographic factors and lifestyle characteristics in older preschool age

ABSTRACT. Intelligence level is a decisive factor in determining a person's success in various spheres of life. Data from studies on the influence of sociodemographic factors on children's neurocognitive development remain contradictory. The article presents the results of a cross-sectional study of a sample of senior preschool children. According to the results, the most significant characteristics influencing a child's fluid intelligence level in senior preschool age are the father's education level, family size, frequency of use of digital media devices by the child, age of starting to watch TV, and age of starting to attend kindergarten.

Migunova K. A.

Formation of ideas about cultural norms in the senior preschool age through various types of activities

ABSTRACT. The article examines the peculiarities of the formation of ideas about cultural norms in older preschool children through various types of child activity. The main attention is paid to the analysis of the influence of play, work and visual activities on the formation of cultural ideas. The age characteristics of children of this age and pedagogical approaches that can optimize the process of forming cultural norms are discussed.

Tarasova S.A., Ilyukhin K. E.

Theory, methodology and practice of developing educational and methodological support for the educational process

ABSTRACT. Modern education is in a state of constant transformation, due to both the rapid development of technology and changing needs of society. In the context of globalization and digitalization of the educational process, there is a need for high-quality educational and methodological support, which must meet modern requirements and expectations of students. Educational and methodological support is a set of educational materials, methodological recommendations and technologies aimed at supporting the educational process and achieving its goals. This paper examines the main theoretical concepts, methodological approaches and practical aspects of the development of educational and methodological support, which allows for a deeper understanding of its significance and impact on the quality of education.

Tretyakova I. A.

Psychological and pedagogical support of professional self-determination of high school students and students: the dominant role of the tutor model in the context of digital transformation

ABSTRACT: The article presents a comprehensive analysis of models and practices of psychological and pedagogical support for professional self-determination of high school students and students. The central hypothesis of the study states that the tutor's support model, based on the principles of individualization, reflexivity and navigation in the educational and professional space, demonstrates the highest efficiency in achieving sustainable self determination. The evidence base includes the results of empirical research (Kovaleva T.M., Romanova E.S.), an analysis of the impact of digitalization on the availability and quality – 113 Третьякова И. А. of support, highlighting optimal tools, as well as an overview of the relevant experience of the world's leading universities. Keywords: professional self-determination, psychological and pedagogical support, tutoring model, individualization, individual educational trajectory, digitalization of support, navigation, reflection, high school students, students.

Plieva H. U., Merzhoeva M. H., Nalgieva I.A.

The impact of digitalization on higher mental processes

ABSTRACT. The integration of digital solutions is a multidimensional process that seriously transforms cognitive abilities and higher mental functions of a person. In order to effectively adapt to the new realities of life and work, it is extremely important to take into account both the positive and negative aspects of this process. In this work, the impact of digital transformation on complex psychological processes is studied. An online survey was conducted, which was attended by 43 respondents aged 18 to 28 years. The opinion of young people on the issue under consideration is presented. Keywords: Digitalization, cognitive functions, thinking, memory, concentration, multitasking, social interaction, access to information.

Soroka O.A.

Impact of artificial intelligence technologies on the educational process at the present stage

ABSTRACT. The article deals with the urgent problem of introducing artificial intelligence technologies into the educational process against the

background of widespread use of such tools as Chat GPT from OpenAI company. With the rapid growth of the number of platforms and applications using AI, it is necessary to revise traditional approaches to learning and adapt them to modern requirements. The main definitions of artificial intelligence and its role in the educational environment are analyzed. Changes in the organization of the educational process associated with the introduction of AI technologies are considered. The advantages and disadvantages of using these technologies in teaching are substantiated, and the influence of AI on the effectiveness of the educational process is analyzed. Prospects for further development of approaches to teaching using artificial intelligence are identified. In conclusion, the article emphasizes the importance of teachers' readiness for changes in the educational environment, and outlines the direction of further research related to the integration of AI technologies in teaching and skills development in students.