

Dear readers!

Here is the third issue of the journal Psychological Science and Education.

The section Psychology of Education includes four articles. It opens with an article Socio-psychological predictors for integration of indigenous youth of the North, Siberia and the Far East of Russia into city colleges.

The second study describes how academic motivation and disaffection with learning influence the choice of educational trajectories among ninth-graders in urban and rural areas. The authors draw attention to the fact that the existing studies of educational orientations focus primarily on analyses of such factors as family, socio-economic status, and place of residence.

The third article, describes the results of an empirical study of the relationship between the students' self-regulation and different types of academic motivation for successful performance in research projects.

In the last article, the authors present the results of the peer review of inclusive practices based on the evidence-based requirements. This approach has been developed at the Institute for Problems of Inclusive Education of the Moscow State University of Psychology and Education. The research of Russian scientists is combined with the methods described in the works of foreign authors. The first article of the section Developmental Psychology presents fragments of a study to identify age-related differences in perceptions of the future. The data obtained make it possible to say that the formation of the image of the future depends on age. The second article presents the features of the psychological well-being of preschool educators of the Russian Federation using the PERMA-Profiler questionnaire adapted for the Russian-speaking sample by O.M. Isaeva, A.Yu. Akimova, and E.N. Volkova.

We hope that the readers will find a lot of interesting materials in the new issue of the journal Psychological Science and Education.

*The Editors*