

Dear readers!

We are pleased to present to you the third issue of the journal "Psychological Science and Education" (No. 3–2025). This issue features publications organized into two traditional sections: "Developmental Psychology" and "Educational Psychology."

The section "Developmental Psychology" begins with an article dedicated to the relationship between the quality of play support and the level of pedagogical reflexivity development. The theme is continued by a study examining the association between executive functioning and motor skills in older preschool children. Readers can also explore research on the personality determinants of emotional experiences among students of pedagogical universities, as well as an analysis of the influence of blended learning models and self-efficacy on digital civic behavior among primary school students in Indonesia. The section concludes with the results of two studies: one on recognizing emotional expressions depending on the observer's profession, and another on the impact of prolonged smartphone use on distractible attention.

In the "Educational Psychology" section, you can learn about the psychological prerequisites and barriers to teachers' innovative activity. Next, there is a study on the role of the scientific supervision style as a predictor of motivation and burnout among graduate students. The issue concludes with an experimental study of the interaction between 7th–8th grade students and hypertext using an eye tracker, as well as an analysis of awareness, readiness, and practices related to the application of artificial intelligence in school mathematics education.

We hope that the materials in this issue will be useful to researchers, practitioners, and everyone interested in modern trends in developmental and educational psychology.

*The Editorial Board*