

Dear Readers!

We are pleased to present the fifth issue of the journal "Psychological Science and Education" (No. 5–2025). This issue includes publications that address the most important aspects of the modern educational process and the development of human cognitive functions. They are organized into our two traditional sections: "Developmental Psychology" and "Educational Psychology," as well as a new section titled "Interdisciplinary Research of Cognitive Processes."

The section "Developmental Psychology" is opened by an article examining the role of teacher interaction styles and how they influence children's motivation to learn. The theme continues with the adaptation of the Russian-language version of the FIT-Choice Scale, a methodology for studying factors influencing the choice of a teaching profession, as well as a monitoring study of practices and resources of psychological services in Russian universities. Additionally, readers will learn about the features of inclusive dispositions among educators in general and special education institutions. The section concludes with studies on gender dynamics of self-efficacy and the mediating role of academic performance in English and mathematics among secondary school students in Indonesia.

The section "Interdisciplinary Research of Cognitive Processes" features studies on the adaptation of a metacognition scale from the DAACS self-regulation questionnaire and an analysis of interactions between adolescents and young men during joint problem-solving of academic tasks using eye-tracking technology.

In the "Educational Psychology" section, readers can find information regarding predictors of the application of moral prohibitions by university students in ethically challenging situations, along with an analysis of associated personal characteristics. Additionally, the section includes a bibliometric review of Russian research studies focused on professional self-determination.

We hope that the materials presented in this issue will be valuable to researchers, practitioners, and all those interested in contemporary trends in developmental and educational psychology.

*The Editorial Board*