

DEVELOPMENTAL PSYCHOLOGY (AGE PSYCHOLOGY)
ПСИХОЛОГИЯ РАЗВИТИЯ (ВОЗРАСТНАЯ ПСИХОЛОГИЯ)

Научная статья | Original paper

**Characteristics of communication between
modern preschoolers and their peers as a risk factor
for the psychological safety of the kindergarten
educational environment**

I.A. Burlakova^{1,2} ✉, E.N. Pristupa¹, V.S. Masalova^{1,2}, M.V. Osinenko^{1,3}

¹ Institute of Child Development, Health and Adaptation, Moscow, Russian Federation

² Moscow State University of Psychology and Education, Moscow, Russian Federation

³ Moscow Pedagogical State University, Moscow, Russian Federation

✉ iaburlakova@mail.ru

Abstract

Context and relevance. The problem of psychological safety has not lost its relevance and acuteness in recent years. One of the important components of a safe educational environment is to ensure the conditions for the realization of the need for communication with peers that is becoming relevant in the senior preschool age. Positive and productive interaction between children is an extremely important condition for the successful entry of each child into society, including the children's community, and the development of his personality. One of the important tasks for preschool education teachers is to create and maintain a safe educational environment conducive to the harmonious and stable development of communication between preschoolers and their peers. To create a system that will successfully solve this problem, it is extremely important to represent the current state of children's communication at preschool age, its main characteristics. **Objective.** Based on an analytical review of modern research, it is necessary to identify the features of communication between preschoolers and their peers in order to determine its main characteristics and existing risks. **Methods and materials.** Theoretical analysis of sources, analytical and synthetic methods of bibliographic search, generalization, and the method of comparative analysis. Using a bibliographic search, 572 sources were identified, of which 4 works meeting all criteria for the period from 2020 to 2025 were selected for analysis. **Results.** The analysis of the research has shown that there is a transformation of one of the most important conditions for the socialization and personal development of a child — communication with peers. The highlighted characteristics indicate a pronounced tendency towards impoverishment of means and methods, a decrease in the level of development of children's communication, and an increase in negative interaction features, which can create certain risks for socialization and personal development in the present and future. **Conclusions.** Communication

between modern preschoolers and their peers is generally dysfunctional and contains serious risks for socialization and the formation of personally important psychological qualities. The picture of the peculiarities of communication between modern preschoolers and their peers raises the question of the need to create conditions that ensure the psychological safety of preschoolers. To solve practical problems, psychological studies of children's communication with each other are becoming necessary, which will allow us to obtain more reliable and reliable information.

Keywords: modern preschooler, psychological safety, educational environment, communication with peers, risks of socialization disorders, risks of personality development

Funding. The article was prepared within the framework of the execution of state assignment No. 073-00070-25-03 for 2025 "Psychological, pedagogical and organizational conditions for the comprehensive safety of the educational environment of a modern preschool educational organization".

For citation: Burlakova, I.A., Pristupa, E.N., Masalova, V.S., Osinenko, M.V. (2026). Characteristics of communication between modern preschoolers and their peers as a risk factor for the psychological safety of the kindergarten educational environment. *Psychological Science and Education*, 37(1), 5–19. (In Russ.). <https://doi.org/10.17759/pse.2026000002>

Характеристика общения современных дошкольников со сверстниками как фактор риска для психологической безопасности образовательной среды детского сада

И.А. Бурлакова^{1,2} ✉, Е.Н. Приступа¹, В.С. Масалова^{1,2}, М.В. Осиненко^{1,3}

¹ Институт развития, здоровья и адаптации ребенка, Москва, Российская Федерация

² Московский государственный психолого-педагогический университет, Москва, Российская Федерация

³ Московский педагогический государственный университет, Москва, Российская Федерация

✉ iaburlakova@mail.ru

Резюме

Контекст и актуальность. Проблема психологической безопасности в последние годы не утрачивает свою актуальность и остроту. Одной из важных составляющих безопасной образовательной среды является обеспечение условий реализации актуализирующейся в старшем дошкольном возрасте потребности в общении со сверстниками. Позитивное и продуктивное взаимодействие детей выступает чрезвычайно важным условием благополучного вхождения каждого ребенка в общество, включая детское сообщество, и развития его личности. Одной из важных задач перед педагогами дошкольного образования является создание и сохранение безопасной образовательной среды, способствующей гармоничному и стабильному развитию общения дошкольников с ровесниками. Для создания системы,

которая позволит успешно решать эту задачу, крайне важно представлять существующее состояние детского общения в дошкольном возрасте, его основные характеристики. **Цель.** Установить особенности общения дошкольников со сверстниками, выделенные в современных исследованиях, чтобы определить его характеристики, которые могут расцениваться как фактор риска. **Методы и материалы.** Теоретический анализ источников, аналитико-синтетический метод библиографического поиска, обобщение, метод сравнительного анализа. С помощью библиографического поиска было выделено 572 источника, из которых отобрано для анализа 4 работы, соответствующие всем критериям, за период с 2020 по 2025 годы. **Результаты.** Проведенный анализ исследований показал, что происходит трансформация одного из важнейших условий социализации и личностного развития ребенка — общения со сверстниками. Выделенные характеристики свидетельствуют о выраженной тенденции к обеднению средств и способов, снижению уровня развития детского общения, росту негативных черт взаимодействия, что может создавать определенные риски для социализации и развития личности в настоящем и будущем. **Выводы.** Общение современных дошкольников со сверстниками представляется в целом неблагоприятным и содержит серьезные риски для социализации и формирования личностно важных психологических качеств. Картина особенностей общения современных дошкольников со своими сверстниками ставит вопрос о необходимости создания условий, обеспечивающих психологическую безопасность дошкольников. Для решения практических задач необходимыми становятся психологические исследования общения детей друг с другом, которые позволят получить более достоверную и надежную информацию.

Ключевые слова: современный дошкольник, психологическая безопасность, образовательная среда, общение со сверстниками, риски нарушения социализации, риски развития личности

Финансирование. Статья подготовлена в рамках исполнения государственного задания № 073-00070-25-03 на 2025 год «Психолого-педагогические и организационные условия комплексной безопасности образовательной среды современной дошкольной образовательной организации».

Для цитирования: Бурлакова, И.А., Приступа, Е.Н., Масалова, В.С., Осиненко, М.В. (2026). Характеристика общения современных дошкольников со сверстниками как фактор риска для психологической безопасности образовательной среды детского сада. *Психологическая наука и образование*, 31(1), 5–19. <https://doi.org/10.17759/pse.2026000002>

Introduction

The issue of ensuring security in modern educational institutions is extremely pressing and important in our country¹. This

is due to the “complex geopolitical situation and new social challenges” (Baeva, 2012, p. 7) and a number of factors that lead to an increase in various emergency situa-

¹ Rector of MSUPE V.V. Rubtsov (2007). On the Program "Psychology of the Safety of the Educational Environment and Psychological Support for Activities in Extreme Situations" / From the materials for the meeting of the Presidium of the Russian Academy of Education "Current State and Prospects for Developing the Problem of "Psychology of the Safety of the Educational Environment and Psychological Support for Activities in Extreme Situations", <https://mgppu.ru/news/1200?ysclid=me0avvbak7236367370>

tions, including those occurring in schools (Baeva, Rubtsov, 2008). This issue is also “actively addressed in connection with the growing influence of mass media on society and the need to protect against the impact of information factors, manipulation, and psychological pressure”².

Taking into account the possible severity of the consequences of emergency situations and other negative impacts of external factors, educational organizations are faced with the task of ensuring the physical and psychological safety of students (Federal Law “On Education...”)³, and educational psychology is updating its scientific and practical goals related to studying the conditions and possibilities for creating favorable conditions for children’s development.

Among the most important areas of research in the psychology of educational safety today, alongside the study of emergency psychological assistance for children and adolescents, are the identification of risks associated with unfavorable and dangerous situations and the provision of psychological safety within the educational environment (Baeva, 2012). The latter area is extremely important, as “it is a safe educational environment that preserves an individual’s psychological safety” (Baeva, 2012, p. 5) and serves as a favorable condition for personal development.

One of the recognized approaches to ensuring psychological safety in the educational environment is I.A. Baeva’s approach, which defines it as “a state of the educational environment free from manifestations of psychological violence in interactions, facilitating the satisfaction of needs for personal and trusting communication, creating the referential significance of the environ-

ment, and ensuring the mental health of its participants” (Baeva, Semikin, 2005, p. 12). According to this understanding and the views of other researchers (V.V. Rubtsov, V.A. Yasvin, and others), one of the main components of psychological safety in the educational environment is the safety of relationships between participants in the educational process, including interactions between children and their peers.

Psychological literature contains a substantial body of research devoted to the problems of safe communication between primary school children, adolescents, and their peers, since frequent negative manifestations in the school environment (for example, bullying) not only lead to psychological trauma but also have a detrimental effect on a child’s development when they become the object of aggressive behavior (Baeva, 2012; Baeva, Gayazova, Kondakova, Laktionova, 2021; Stepanova, 2024; Kleiberg, Deulin, 2025; Volkova, 2025, etc.). It is precisely these research results that form the basis for developing measures aimed at working with children and adolescents and ensuring the necessary conditions for their safe communication with peers (Baeva, Rubtsov, 2008; Formation and ..., 2022, etc.).

As V.V. Rubtsov noted, “a significant provision of the concept of psychological security of the individual and society is the anticipation and prevention of emerging threats, the desire to counter them at an early stage of their manifestation, that is, through a system of preventive measures.” He emphasized the need for continuous monitoring of this aspect of both the social environment and the individual. In his opinion, addressing this issue can be effective if it begins from the moment

² Ibid.

³ Federal Law of 29.12.2012 No. 273-FZ “On Education in the Russian Federation”.

a person becomes a subject of the education system⁴.

Therefore, the issue of ensuring psychological safety in the educational environment of preschool educational institutions is of particular importance. This is reflected in regulatory documents governing the activities of preschool educational organizations. For example, the Federal State Educational Standard for Preschool Education, across all requirements for implementing educational programs, specifies the need to create “conditions that ensure the protection and strengthening of children’s physical and mental health” (FSES, Art. 3.2), including “protection of children from all forms of physical and mental violence” (FSES DO, Art. 3.2.1) and the organization of a safe “subject-spatial environment ensuring that all its elements meet the requirements of reliability and safety of use” (FSES DO, Art. 3.3.4),⁵ etc.

Preschool teachers and psychologists face great responsibility in creating an effective system that not only addresses the consequences of traumatic events and emergencies but, above all, anticipates and prevents emerging dangers. This is possible if reliable data are available that provide an up-to-date picture of how modern preschoolers interact with their peers, including key characteristics of these interactions and existing risks and threats that may lead to adverse consequences. Essentially, the nature of children’s peer interactions serves as one of the indicators of the psychological safety of the preschool educational environment (Kukushkina, 2022; Seryakova, 2024; Shalaginova, Dekina, 2025, etc.).

Therefore, prior to addressing practical issues, it appears necessary and important to analyze existing empirical studies of children’s communication and, if needed, to plan new research aimed at filling knowledge gaps related to this aspect of children’s lives. Since children’s communication with peers is a crucial component of the psychological safety of the preschool educational environment, the aim of this study was to determine its characteristics in modern preschoolers based on an analysis of Russian psychological and pedagogical literature.

Methods

The primary research method was a theoretical analysis of studies devoted to the problem of communication among modern preschoolers. The theoretical review was based on an analysis of published research results using the Google Scholar search engine, the Scientific Electronic Library eLIBRARY, and the Psyjournals.ru portal. Studies addressing the specifics of communication between modern preschoolers and their peers, the characteristics of this communication, as well as current challenges and risks, were selected. The search queries included the keywords “communication,” “communication with peers,” “modern preschooler,” “communication disorders risks,” “socialization,” and “preschool age.” The research covered publications from the last five years, from 2020 to 2025.

As a result, two publication arrays were formed: “Communication of preschoolers”

⁴ Rector of MSUPE V.V. Rubtsov (2007). On the Program “Psychology of the Safety of the Educational Environment and Psychological Support for Activities in Extreme Situations” / From the materials for the meeting of the Presidium of the Russian Academy of Education “Current State and Prospects for Developing the Problem of “Psychology of the Safety of the Educational Environment and Psychological Support for Activities in Extreme Situations” , <https://mgppu.ru/news/1200?ysclid=me0avvbak7236367370>

⁵ Order of the Ministry of Education and Science of the Russian Federation dated October 17, 2013 No. 1155 “On approval of the Federal State Educational Standard of Preschool Education”.

(260 publications) and “Safety and culture of behavior of preschoolers” (312 publications) for the period from 2020 to 2025.

The next stage of selection was based on the criteria of full-text availability, the presence of reliable empirical research results, and the relevance of the article’s content to the characteristics of communication between modern preschoolers and their peers. Papers consisting of abstracts, descriptions of practical experience, or studies focused on conditions for the development of preschoolers’ communication were excluded. As a result, only four publications meeting all the identified criteria were retained for further analysis.

Results

The studies selected for analysis on preschoolers’ communication with peers involved older preschool-age children aged 5 to 7 years, with sample sizes ranging from 36 to 155 participants. The study of various aspects of communicative activity was primarily conducted using sociometric methods widely used in psychology, as well as techniques developed by M.I. Lisina, E.O. Smirnova, V.M. Kholmogorova, G.A. Zuckerman, G.R. Khuzeeva, A.M. Shchetinina, and others.

The data obtained were subjected to qualitative and quantitative analysis. The studies reviewed were conducted over the last four years, from 2021 to 2025, following the reopening of preschool institutions after the COVID-19 pandemic.

To achieve the research objectives, specific characteristics of children’s communication with peers were identified by the authors either on the basis of theoretical constructs (Grebennikova, 2021; Aleksandrova, Petushkova, 2022) and/or in accordance with the focus of the methods used (Suslova, Shabatko, 2024; Suvorova, Serebryakova, Kostina, Sheshukova, 2025).

Thus, in the work of O.V. Grebennikova, which presents a study of the specific features of socialization of older preschool-age children in a peer group, socialization is defined as the child’s successful integration into the community and the effectiveness of their interactions with peers. O.V. Grebennikova identified criteria for assessing children’s interactions — four types of competencies (social, emotional, cognitive, and personal), the levels of which determine the content of three types of socialization: positive, diffuse, and negative. Each type is characterized by the child’s mastery of social norms, the ability to navigate and take into account the emotional states of others, the ability to recognize types of interactions and identify the causes of conflicts, as well as the ability to self-regulate and control interactions. These competencies essentially determine various characteristics of a child’s communication. However, each type of socialization and level of communication development is characterized by a different combination of the development levels of the identified competencies.

The work of N.S. Aleksandrova and O.A. Petushkova is based on a different theoretical construct — communicative speech skills, which determine the level of communication development in older preschoolers and are understood as “mastery of methods for navigating various communication situations based on the selection of communication content, planning, and delivery of speech when interacting with peers and adults” (Aleksandrova, Petushkova, 2021, p. 113). These skills were assessed using four criteria: motivational, cognitive, operational, and reflective. Non-participant observation revealed children’s initiative, manifested in the desire “to attract a peer’s attention, to encourage joint activity through speech actions,” as well as “sensitivity — the manifestation of responses to a peer’s pro-

posals for interaction and the coordination of the child's actions with the peer's actions in joint play activities" (ibid.). The motivational criterion was assessed using situational testing (M.I. Lisina's method) and by identifying the predominance of a particular form of communication: situational-business, extra-situational-cognitive, or extra-situational-personal. To assess the cognitive criterion, the diagnostic situation method was used, and the level of dialogic speech development was determined (A.V. Chulkova). Indicators included "the child's ability to use the rules of speech etiquette (greeting, introduction, request, apology, conflict resolution in play, addressing an adult; the child's independence in requesting information)" (Aleksandrova, Petushkova, 2021, p. 114).

The operational criterion was assessed based on the child's ability to engage in partner dialogue (A.M. Shchetinina): "the ability to listen to the interlocutor's information and negotiate with a partner; the ability to emotionally adapt to changing conditions and the experiences of the interaction partner" (ibid.). The reflective criterion of preschoolers' communicative and speech skills was determined by the child's ability to apply social intelligence "in communicative and speech situations drawn from the everyday life of children in an educational organization" (ibid.). For each criterion, characteristic manifestations in children's behavior were described. The combination of levels across all criteria identified by the authors characterizes the level of communicative and speech skills development in older preschoolers.

In the study by O.V. Suvorova, T.A. Serebryakova, O.A. Kostina, and N.N. Sheshukova, devoted to preschoolers' communication with peers and social adaptation, a number of parameters (15 for communication and 3 for social adaptation) were identified based on theoretical analysis. These parameters were assessed using specific indicators (be-

havioral manifestations) during structured observation. In practice, these parameters reflected characteristics of children's communication with peers: interest in the peer, the purpose of communication, the variety of verbal and nonverbal means of communication, the ability to engage in prosocial behavior, emotional attitudes toward peers, etc. The observation results were supplemented with data from methods aimed at assessing the cognitive and emotional components of communication, as well as the level of social adaptation (A.I. Barkan). Ultimately, the integration of all parameters, taking into account the identified levels, allowed the authors to provide a fairly detailed description of various aspects of preschoolers' communication with peers.

The development of interpersonal skills in older preschool children in interaction with peers was examined in the study by T.F. Suslova and E.M. Shabatko. The characteristics of interpersonal relationships and communication with peers in older preschoolers were described using three indicators that enabled evaluation through selected diagnostic methods: 1) the ability to build friendly relationships; 2) the ability to interact, including the development of "children's skills of interaction and cooperation in a group when completing a certain task, the ability to listen, agree with each other, and find topics of interaction that are interesting not only to themselves but also to other children"; 3) the level of communicative competence, defined as "the ability to understand the feelings of others, take into account peers' opinions, find ways out of conflict situations, and be active in group interaction" (Suslova, Shabatko, 2024, p. 156). The authors identified qualitative characteristics for each indicator and, based on the data obtained, distinguished three levels of development of positive interpersonal relationships in older preschoolers.

The similarity of the theoretical and methodological foundations of the studies under review (M.I. Lisina, E.O. Smirnova, V.M. Kholmogorova, et al.), as well as the partial use of identical diagnostic methods, made it possible to generalize the examined parameters of communication among modern older preschoolers and to formulate a corresponding description. At the same time, the results presented in the analyzed publications were taken into account; without exception, they indicate that a fairly large proportion of older preschoolers demonstrate low and average levels of peer communication: 26% and 39% (T.F. Suslova, E.M. Shabatko), 57% and 35% in terms of communicative and speech skills (N.S. Aleksandrova, O.A. Petushkova), 30% and 50% in terms of negative socialization (O.V. Grebennikova), and in the study by O.V. Suvorova et al., only 70% of children were found to have an average level of communication and social adaptation. Thus, the description is based on characteristics demonstrated by the majority of the examined preschoolers and corresponding to an average level of peer communication development (Grebennikova, 2021; Aleksandrova, Petushkova, 2022; Suslova, Shabatko, 2024; Suvorova, Serebryakova, Kostina, Sheshukova, 2025).

First, most older preschool-age children demonstrate a need for interaction with peers; however, they often exhibit a passive position in interaction, yielding to peers while at the same time expressing a desire for a broader social circle and a positive attitude toward leadership (Grebennikova, 2021, p. 58). Quite often, a typical pattern of behavior can be observed: children approach a group of peers and observe them, waiting for an invitation, without initiating games or conversations. These children are characterized by contacts of medium duration (5–10 minutes) (Suvorova, Serebryakova, Kostina, Sheshukova, 2025).

Even when a child demonstrates initiative, it is often not persistent, and the child shows insufficient patience when listening to a partner (Aleksandrova, Petushkova, 2022). For most children, play is the leading motive, but it is not associated with a clearly expressed need to play specifically with peers; toys and didactic games that do not require a role-playing repertoire come to the fore (Grebennikova, 2021). The goals of children's communication cover a wide range: tactile contacts, self-reports about abilities and achievements, instructions, and playful cues; situational-business communication predominates (Suvorova, Serebryakova, Kostina, Sheshukova, 2025). Modern children do not always respond to peers' invitations to participate in joint activities (Aleksandrova, Petushkova, 2021).

Second, children frequently engage in interactions of moderate intensity, characterized by two to three exchanges, mostly short statements, a limited number of factual and cognitive questions, and playful remarks. Verbal communication is supplemented by nonverbal communication, both positive and negative (Suvorova, Serebryakova, Kostina, Sheshukova, 2025). Preschoolers generally possess knowledge of speech etiquette (greetings, introductions, requests, expressions of gratitude), but they use it more often when prompted by an adult. During conversation, frequent distractions from the topic are observed, and speech often lacks coherence, despite a sufficiently developed vocabulary that allows for maintaining a conversation (Aleksandrova, Petushkova, 2022).

Third, children demonstrate a limited repertoire of effective communication skills. When attempting to initiate a game or conversation, they often speak without addressing anyone in particular, which makes their attempts effective only about half of the time (Suvorova, Serebryakova, Kostina, Sheshu-

кова, 2025). In addition, many children are unable to maintain contact for a long time: they engage in play, move away after a few remarks, then return to the same child or group of children, continue the conversation for a few minutes, and then move away again (Suvorova, Serebryakova, Kostina, Sheshukova, 2025). In some cases, children show insufficient patience when listening to their partner (Aleksandrova, Petushkova, 2022). Interaction in joint activities is most often structured according to the “leader–subordinate” model, in which one child directs another (Suslova, Shabatko, 2024), or children adopt a competitive position (Suvorova, Serebryakova, Kostina, Sheshukova, 2025). Older preschoolers often choose negative strategies (such as intimidation and aggression) in interaction with peers (Grebennikova, 2021). When resolving conflict or problem situations, children tend to prefer either an aggressive response (primarily boys) or a passive one, expressed through complaints to an adult (Suvorova, Serebryakova, Kostina, Sheshukova, 2025).

Fourth, older preschoolers are characterized by positive or ambivalent attitudes toward peers; they do not demonstrate prosocial behavior or demonstrate it only in the presence of adults and at their request (Suvorova, Serebryakova, Kostina, Sheshukova, 2025; Grebennikova, 2021). When interacting with peers, children often fail to understand changes in their partner’s emotional states and feelings (Aleksandrova, 2022). At the same time, in children’s narratives about peers, alongside evaluative and practical judgments, there are “elements of perceiving the peer as an individual” (Suvorova, Serebryakova, Kostina, Sheshukova, 2025).

This description reflects the characteristics that determine the average level of communication development among modern older preschoolers in interaction with peers. However, taking into account the

results presented in the reviewed publications, a slight negative trend toward a decline in the level of interaction development among children can be observed.

Discussion of results

A review and analysis of studies (more than five hundred at the stage of publication selection) devoted to preschoolers’ interactions with peers and their behavioral safety indicate that this issue has remained relevant over the past five years and has sustained stable interest among researchers and educational practitioners. However, full-text publications presenting comprehensive empirical studies are extremely rare. Research on various aspects of children’s interactions in preschool educational institutions is presented in diverse formats, including works by students and young researchers, thematic collections, abstracts, and summaries of conference and seminar reports. Publications addressing preschoolers’ behavioral safety and the psychological safety of the preschool educational environment are either theoretical works from earlier periods, aimed at formalizing methodological approaches (Kukushkina, 2022, 2023; Mirimanova, 2013), or developments focused on enhancing preschoolers’ communication with peers (Rovnaya, 2025), where the main emphasis is placed on substantiating effectiveness. This situation may be explained by the presence of objective methodological difficulties in conducting scientific research today and certain limitations of the methods available for working with preschool-age children.

The selected publications clearly have a number of limitations (such as the predominant use of non-formalized methods and the absence of mathematical statistical analysis). Nevertheless, they contain valuable and relevant information on the characteristics of communication between modern preschool-

ers and their peers, which, given these limitations, can be interpreted as indicating a negative trend in the development of this sphere of children's lives. When compared with classic and fundamental studies on preschoolers' communication with peers (The Development of Communication in Preschoolers..., 1989), the general picture of interaction in late preschool age and its main characteristics appear, at first glance, to have remained largely unchanged. However, the depiction of communication among modern children presented in the reviewed studies is perceived as rather negative and problematic. The identified characteristics pose certain risks to socialization and personal development, primarily affecting the psychological safety of preschoolers. This is facilitated by several quantitative and qualitative indicators identified by the authors, such as the predominance of situational-business communication, which is characteristic of younger age groups; the widespread use of tactile contact, playful cues, and self-referential statements, also typical of younger and middle preschool ages; the near absence of prosocial behavior (Suvorova, Serebryakova, Kostina, Sheshukova, 2025); and a relatively high proportion of negative socialization (Grebennikova, 2021). Of particular concern is the high percentage of children classified as having low and average levels of communication development, indicating that a significant number of older preschoolers have not sufficiently mastered the means and methods necessary for building effective and productive interactions with peers.

The results of the reviewed studies suggest the presence of barriers to the full realization of communication needs for a substantial proportion of children. Difficulties in building constructive relationships with peers, accepting rules of behavior that take into account the interests and needs of others, perceiving peers primarily as friends and partners, demonstrating empathy, and a pronounced

tendency to submit to leaders may lead to future problems with prosocial behavior and the emergence of negative and destructive interaction patterns at later ages. Deficits in communicative actions and insufficient mastery of communication tools may result in children's inability to independently interact with peers, establish positive interpersonal (friendly) relationships, disrupt successful socialization, or even lead to social isolation.

Within a kindergarten group, such communication characteristics are highly likely to pose risks to the psychological safety of the educational environment, contributing to group disunity, increased conflict and aggression, and a decline in the emotional well-being of each child. A lack of productive, active interaction with peers and difficulties in organizing communication often result in frequent aggressive behavior, which, for some modern preschoolers, becomes a primary means of communication in various interactions. This increases the likelihood of recurring conflicts within the group and poses a certain danger, potentially exerting an ambiguous influence on the social development of preschoolers. Hostility toward peers, conflict, and insufficient conflict resolution skills hinder group cohesion and positive socialization.

Since peer interaction is a crucial factor not only for successful socialization but also for personal development, certain characteristics of such interaction may lead to risks in the development of personality traits and the formation of psychologically significant qualities. These risks may manifest as increased anxiety and self-doubt, reduced self-esteem, lack of independence, proactivity, and initiative, as well as dependence on the opinions and decisions of others.

Conclusion

The results of the analysis of publications on the characteristics of modern preschool-

ers' interactions with peers over the past five years indicate existing difficulties in ensuring the psychological safety of the preschool educational environment. The identified characteristics of children's interactions point to the presence of certain problems and risks in this sphere of preschoolers' lives, which may be associated with insufficient conditions for meeting their need for peer interaction. The depiction of children's interactions presented in the reviewed publications suggests the need to optimize teachers' efforts aimed at developing preschoolers' interaction within the group, which will contribute

to ensuring the psychological safety of the preschool educational environment.

At the same time, it is necessary to obtain more reliable and valid data and to comprehensively address the problem of psychological safety in preschool educational institutions. This requires the design and implementation of scientific research that will clarify the characteristics of modern preschoolers' interactions with peers, identify the causes of existing interaction patterns, and develop and test a system of pedagogical measures aimed at addressing risks and challenges in the social sphere.

Список источников / References

1. Александрова, Н.С. (2022). Коммуникативно-речевые умения старших дошкольников: диагностика и планирование развивающей работы. В: Н.С. Александрова, О.А. Петушкова (Ред.), *Вестник Вятского государственного университета*, 4(146), 110–120.
Aleksandrova, N.S. (2022). Communicative and speech skills of senior preschoolers: diagnostics and planning of developmental work. In: N.S. Aleksandrova, O.A. Petushkova (Eds.), *Bulletin of Vyatka State University*, 4(146), 110–120. (In Russ.).
2. Баева, И.А. (2012). Психологическая безопасность образовательной среды как ресурс психического здоровья субъектов образования. *Психологическая наука и образование*, 17(4), 11–17.
Baeva, I.A. (2012). Psychological safety of the educational environment as a resource of mental health of subjects of education. *Psychological Science and Education*, 17(4), 11–17. (In Russ.).
3. Баева, И.А., Семикин, В.В. (2005). Психологическая безопасность и культура образовательной среды. *Вестник практической психологии образования*, 3, 17–20.
Baeva, I.A., Semikin, V.V. (2005). Psychological safety and culture of the educational environment. *Bulletin of Practical Psychology of Education*, 3, 17–20.
4. Волкова, Е.Н. (2025). Феномены социализации современных подростков: Pro et contra. *Социальная психология и общество*, 16(2), 23–42. <https://doi.org/10.17759/sps.2025160203>
Volkova, E.N. (2025). Socialization' phenomenas of modern adolescents: Pro et contra. *Social Psychology and Society*, 16(2), 23–42. <https://doi.org/10.17759/sps.2025160203> (In Russ.).
5. Гребенникова, О.В. (Ред.). (2021). Социализация современных дошкольников в группе сверстников: реалии и перспективы. *Вестник Бурятского государственного университета. Образование. Личность. Общество*, 2(3), 54–60. <https://doi.org/10.18101/2307-3330-2021-2-54-60>
Grebennikova, O.V. (Ed.). (2021). Socialization of Modern Preschoolers in a Peer Group: Realities and Prospects. *Bulletin of the Buryat State University. Education. Personality. Society*, 2, 54–60. (In Russ.). <https://doi.org/10.18101/2307-3330-2021-2-54-60>
6. Иванова, А.О., Степанова, О.С. (2024). Особенности тревожности школьников во взаимосвязи с психологической безопасностью образовательной среды [Электронный ресурс]. *Экстремальная психология и безопасность личности*, 1(3), 20–35. DOI:10.17759/epps.2024010302
Ivanova, A.O., Stepanova, O.S. (2024). Features of Anxiety of Schoolchildren in Relation to Psychological Safety of the Educational Environment. *Extreme Psychology and Personal Safety*, 1(3), 20–35. DOI:10.17759/epps.2024010302 (In Russ.).
7. Клейберг, Ю.А., Деулин, Д.В. (2025). Квадробинг как угроза психологической безопасности личности несовершеннолетнего [Электронный ресурс]. *Экстремальная психология и безопасность личности*, 2(1), 16–25. DOI:10.17759/epps.2025020102
Kleyberg, Yu.A., Deulin, D.V. (2025). Quadrobing as a Threat to the Psychological Safety of a Minor's Personality. *Extreme Psychology and Personal Safety*, 2(1), 16–25. DOI:10.17759/epps.2025020102 (In Russ.).

8. Козлова, О.А. (2025). Психологические особенности общения дошкольников в коллективе. *Психолого-педагогические проблемы семьи и школы*. Материалы Международного семинара молодых ученых и аспирантов, 57–59. Тамбов. URL: <https://www.elibrary.ru/item.asp?id=82389904>
9. Кулакова, Н.А., Обносков, В.Н. (2020). Особенности развития общения дошкольников со сверстниками. *Наука и Образование*, 3(2), 227. URL: <https://www.elibrary.ru/item.asp?id=43830382> (дата обращения: 19.06.2025).
Kulakova, N.A., Obnosov, V.N. (2020). Features of the development of communication of preschoolers with peers. *Science and Education*, 3(2), 227. (In Russ.). URL: <https://www.elibrary.ru/item.asp?id=43830382> (accessed: 19.06.2025).
10. Кукушкина, М.Д. (2022). Компоненты психологической безопасности образовательной среды детского сада. *Письма в Эмиссия.Оффлайн (The Emissia.Offline Letters): электронный научный журнал*, 12, ART 3177. URL: <http://emissia.org/offline/2022/3177.htm>
Kukushkina, M.D. (2022). Components of psychological safety of the kindergarten educational environment. *Letters to the Issue. Offline (The Emissia.Offline Letters): electronic scientific journal*, 12, ART 3177. URL: <http://emissia.org/offline/2022/3177.htm>
11. Кукушкина, М.Д. (2023). Показатели эмоционального благополучия дошкольника. *Педагогический ИМИДЖ*, 17(2), 261–272. <https://doi.org/10.32343/2409-5052-2023-17-2-261-272>
Kukushkina, M.D. (2023). Indicators of Emotional Well-Being of Preschool Students. *Pedagogicheskiy IMIDZH = Pedagogical IMAGE*, 17(2), 261–272. (In Russ.). <https://doi.org/10.32343/2409-5052-2023-17-2-261-272>
12. Лисина, М.И. (1997). *Общение, личность и психика ребенка*. М.: Воронеж.
13. Масалова, В.С. (2023). Просоциальное поведение дошкольников как фактор успешного взаимодействия. В: О.Е. Данилов, Я.А. Чиговская-Назарова (Ред.), *Современные тенденции развития дошкольного и начального образования*. Материалы II Международной научно-практической конференции, 206–213. Глазовский государственный педагогический институт имени В.Г. Короленко.
14. Мириманова, М.С. (2012). Модель экспертизы психологической безопасности образовательной среды дошкольного образовательного учреждения. *Вестник Вятского государственного гуманитарного университета*, 3(3), 145–150.
Mirimanova, M.S. (2012). A model of examination of the psychological safety of the educational environment of a preschool educational institution. *Bulletin of Vyatka State University for the Humanities*, 3(3), 145–150. (In Russ.).
15. Мириманова, М.С. (2013). Раннее прогнозирование социально-психологических рисков и их профилактика в дошкольных образовательных учреждениях. *Психологическая наука и образование psyedu.ru*, 5(1), Статья 15. URL: https://psyjournals.ru/journals/psyedu/archive/2013_n1/59150
Mirimanova, M.S. (2013). Early prediction of psychosocial risks and their prevention in preschools. *Psychological science and education psyedu.ru*, 5(1), article 15. (In Russ.). URL: https://psyjournals.ru/journals/psyedu/archive/2013_n1/59150
16. Морозова, М.Е. (2024). Формирование коммуникативных умений у детей старшего дошкольного возраста. *Реализация компетентного подхода в системе профессионального образования педагога*. Сборник материалов XI Всероссийской научно-практической конференции, 242–246. Симферополь. URL: <https://www.elibrary.ru/item.asp?id=67344104>
Morozova, M.E. (2024). Formation of communication skills in senior preschool children. *Implementation of a competency-based approach in the system of professional education of a teacher*. Collection of materials of the XI All-Russian scientific and practical conference, 242–246. Simferopol. (In Russ.). URL: <https://www.elibrary.ru/item.asp?id=67344104>
17. Муковникова, А.А. (2021). Проблемы общения детей старшего дошкольного возраста со

- сверстниками (теоретический аспект). В: А.А. Муковникова, В.В. Паничева (Ред.), *Национальная Ассоциация Ученых, 74-4*, 43–46.
- Mukovnikova, A.A. (2021). Problems of communication of senior preschool children with peers (theoretical aspect). In: A.A. Mukovnikova, V.V. Panicheva (Ed.), *National Association of Scientists, 74-4*, 43–46. (In Russ.).
18. Подпругина, В.В. (2023). Понимание эмоций как аспект безопасного поведения. *Вестник Московского государственного лингвистического университета. Образование и педагогические науки, 2(847)*, 115–123. URL: <https://www.elibrary.ru/item.asp?id=53943687>
- Podprugina, V.V. (2023). Understanding emotions as an aspect of safe behavior. *Bulletin of the Moscow State Linguistic University. Education and pedagogical sciences, 2(847)*, 115–123. (In Russ.). URL: <https://www.elibrary.ru/item.asp?id=53943687>
19. Ровная, Т.А. (2025). Формирование безопасного поведения у детей старшего дошкольного возраста. *Вопросы педагогики, 4-2*, 91–98. URL: <https://www.elibrary.ru/item.asp?id=81664673>
- Rovnaya, T.A. (2025). Formation of safe behavior in older preschool children. *Questions of pedagogy, 4-2*, 91–98. (In Russ.). URL: <https://www.elibrary.ru/item.asp?id=81664673>
20. Рубцов, В.В. (2008). Психологическая безопасность образовательной среды как условие психосоциального благополучия школьника / В.В. Рубцов, И.А. Баева. *Безопасность образовательной среды: Сборник статей. Отв. ред. и сост. Г.М. Коджаспирова*. М.: Экон-Информ, 5–11.
- Rubtsov, V.V. (2008). Psychological safety of the educational environment as a condition for the psychosocial well-being of a student / V.V. Rubtsov, I.A. Baeva. *Safety of the educational environment: Collection of articles*. Ed. and comp. G.M. Kojaspirova. Moscow: Ekon-Infom, 5–11.
21. Рубцов, В.В., Ивошина, Т.Г. (2002). *Проектирование развивающей образовательной среды школы*. М., Изд-во МГППУ.
- Rubtsov, V.V., Ivoshina, T.G. (2002). *Designing the developing educational environment of a school*. Moscow, MGPPU Publishing House.
22. Рузская, А.Г. (Ред.). (1989). *Развитие общения дошкольников со сверстниками*. М.: Педагогика.
- Ruzskaya, A.G. (Ed.). (1989). *Developing communication between preschoolers and their peers*. Moscow: Pedagogika. (In Russ.).
23. Серякова, А.А., Майорова, Ю.В., Панова, К.В. (2024). Общение дошкольников со сверстниками — фактор эмоционального благополучия в ДОО. *Управление дошкольным образовательным учреждением, 1*, 58–63.
- Seryakova, A.A., Mayorova, Yu.V., Panova, K.V. (2024). Communication of preschoolers with peers is a factor of emotional well-being in preschool institutions. *Management of a preschool educational institution, 1*, 58–63.
24. Смирнова, Е.О. (2000). *Особенности общения с дошкольниками*. М.: Издательский центр «Академия». URL: <https://psychlib.ru/inc/absid.php?absid=10615>.
- Smirnova, E.O. (2000). *Features of communication with preschoolers*. M.: Publishing center «Academy». (In Russ.). URL: <https://psychlib.ru/inc/absid.php?absid=10615>.
25. Смирнова, Е.О., Холмогорова, В.М. (2005). *Межличностные отношения дошкольников: диагностика, проблемы, коррекция*. М.: ВЛАДОС.
- Smirnova, E.O., Kholmogorova, V.M. (2005). *Interpersonal relationships of preschoolers: diagnosis, problems, correction*. Moscow: VLADOS.
26. Суворова, О.В., Серебрякова, Т.А., Костина, О.А., Шешукова, Н.Н. (2025). Общение со сверстниками как условие эффективной социальной адаптации детей старшего дошкольного возраста. *Перспективы науки и образования, 2(74)*, 289–308. URL: <https://www.elibrary.ru/item.asp?id=82104731>
- Suvorova, O.V., Serebryakova, T.A., Kostina, O.A., Sheshukova, N.N. (2025). Communication with peers as a condition for effective social adaptation of older preschool children. *Prospects of Science and Education, 2(74)*, 289–308. (In Russ.). URL: <https://www.elibrary.ru/item.asp?id=82104731>
27. Сулова, Т.Ф., Шабатько, Е.М. (2024). Особенности межличностных отношений детей старшего дошкольного возраста со сверстниками. *Социальные отношения, 1(48)*, 151–160. URL: <https://www.elibrary.ru/item.asp?id=65665833>
- Suslova, T.F., Shabatko, E.M. (2024). Features of interpersonal relations of senior preschool children with peers. *Social relations, 1(48)*, 151–160. (In Russ.). URL: <https://www.elibrary.ru/item.asp?id=65665833>
28. *Формирование и поддержание психологической безопасности образовательной среды* (2022). О.А. Ульянина (ред.). М.: МГППУ.
- Formation and maintenance of psychological safety of the educational environment. O.A. Ulyanina (ed.). Moscow: MGPPU.

29. Чикова, И.В. (2018). Специфика общения дошкольников со сверстниками: опыт исследования. В: И.В. Чикова, М.С. Мантрова (Ред.), *Азимут научных исследований: педагогика и психология*, 7(2), 426–429.
Chikova, I.V. (2018). Specifics of communication of preschoolers with peers: research experience. In: I.V. Chikova, M.S. Mantrova (Eds.), *Azimuth of scientific research: pedagogy and psychology*, 7(2), 426–429. (In Russ.).
30. Шалагинова, К.С., Декина, Е.В. (2025). Формирование психологически безопасной среды в дошкольной образовательной организации. *Мир науки. Педагогика и психология*, 13(2). URL: <https://mir-nauki.com/PDF/43PSMN225.pdf>.
- Shalaginova, K.S., Dekina, E.V. Formation of a psychologically safe environment in a preschool educational organization. *World of Science. Pedagogy and psychology*, 13(2): 43PSMN225. Available at: <https://mir-nauki.com/PDF/43PSMN225.pdf>. (In Russ., abstr. in Engl.).
31. Швецова, М.Н., Суязова, И.К. (2021). Просоциальное поведение старших дошкольников. *Проблемы современного образования*, 5, 23–34. DOI:10.31862/2218-8711-2021-5-23-34
Shvetsova, M.N., Suyazova, I.K. (2021). Prosocial behavior of older preschoolers. *Problems of modern education*, 5, 23–34. (In Russ.). DOI:10.31862/2218-8711-2021-5-23-34

Information about the authors

Irina A. Burlakova, Candidate of Psychological Sciences, Senior Researcher, Leading Researcher, Laboratory for Preschool Education Development, Institute for Child Development, Health and Adaptation; Professor of the Department of Developmental Psychology named after Professor L.F. Obukhova, Faculty of Educational Psychology, Moscow State University of Psychology and Education, Moscow, Russian Federation, ORCID: <https://orcid.org/0000-0002-0313-7518>, e-mail: ia.burlakova@irzar.ru

Elena N. Pristupa, Doctor of Pedagogical Sciences, Professor, Director of the Federal State Budgetary Scientific Institution "Institute for the Development, Health and Adaptation of the Child", Moscow, Russian Federation, ORCID: <https://orcid.org/0000-0002-2654-5768>, e-mail: en.pristupa@irzar.ru

Valentina S. Masalova, Junior Researcher, Laboratory of Preschool Education Development, Institute of Child Development, Health and Adaptation; lecturer of the Department of Developmental Psychology named after Professor L.F. Obukhova, Faculty of Educational Psychology, Moscow State University of Psychology and Education, Moscow, Russian Federation, ORCID: <https://orcid.org/0000-0003-3506-0225>, e-mail: vs.masalova@irzar.ru

Maria V. Osinenko, Junior Researcher, Laboratory of Preschool Education Development, Institute of Child Development, Health and Adaptation; Senior Lecturer, Department of Preschool Pedagogy, Faculty of Preschool Pedagogy and Psychology, Moscow Pedagogical State University, Moscow, Russian Federation, ORCID: <https://orcid.org/0009-0002-8831-9771>, e-mail: mv.osinenko@irzar.ru

Информация об авторах

Ирина Анатольевна Бурлакова, кандидат психологических наук, старший научный сотрудник, ведущий научный сотрудник лаборатории развития дошкольного образования, Институт развития, здоровья и адаптации ребенка (ФГБНУ ИРЗАР); профессор кафедры «Возрастная психология имени профессора Л.Ф. Обуковой» факультета «Психология образования», Московский государственный психолого-педагогический университет (ФГБОУ ВО МГППУ), Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0002-0313-7518>, e-mail: ia.burlakova@irzar.ru

Елена Николаевна Приступа, доктор педагогических наук, профессор, директор, Институт развития, здоровья и адаптации ребенка (ФГБНУ ИРЗАР), Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0002-2654-5768>, e-mail: en.pristupa@irzar.ru

Валентина Сергеевна Масалова, младший научный сотрудник лаборатории развития дошкольного образования, Институт развития, здоровья и адаптации ребенка (ФГБНУ ИРЗАР); преподаватель кафедры «Возрастная психология имени профессора Л.Ф. Обуковой» факультета «Психология образования», Московский государственный психолого-педагогический университет (ФГБОУ ВО МГППУ), Москва, Российская Федерация, ORCID: <https://orcid.org/0000-0003-3506-0225>, e-mail: vs.masalova@irzar.ru

Мария Владимировна Осиненко, младший научный сотрудник лаборатории развития дошкольного образования, Институт развития, здоровья и адаптации ребенка (ФГБНУ ИРЗАР); старший преподаватель кафедры дошкольной педагогики факультета дошкольной педагогики и психологии, Московский педагогический государственный университет, Москва, Российская Федерация, ORCID: <https://orcid.org/0009-0002-8831-9771>, e-mail: mv.osinenko@irzar.ru

Contribution of the authors

Irina A. Burlakova — ideas research, writing of the manuscript.

Elena N. Pristupa — ideas research, preparation of a request for bibliographic search, control over the analysis of works.

Valentina S. Masalova — ideas research, analysis of works, annotation, writing of manuscript.

Maria V. Osinenko — analysis of works, translation, manuscript design.

All authors participated in the discussion of the results and approved the final draft of the manuscript.

Вклад авторов

Бурлакова И.А. — идеи исследования, написание рукописи.

Приступа Е.Н. — идеи исследования, подготовка запроса для библиографического поиска, контроль за проведением анализа работ.

Масалова В.С. — идеи исследования, анализ работ, аннотирование, написание рукописи.

Осиненко М.В. — анализ работ, перевод, оформление рукописи.

Все авторы приняли участие в обсуждении результатов и согласовали окончательный текст рукописи.

Conflict of interest

The authors declare no conflict of interest.

Конфликт интересов

Авторы заявляют об отсутствии конфликта интересов.

Поступила в редакцию 15.09.2025

Поступила после рецензирования 28.11.2025

Принята к публикации 08.12.2025

Опубликована 10.12.2025

Received 2025.09.15

Revised 2025.11.28

Accepted 2025.12.08

Published 2025.12.10