

Dear readers!

We are pleased to present to you the first issue of 2026 of the journal «Psychological Science and Education» (No. 1), which features relevant research reflecting modern challenges in the fields of developmental psychology and education. The articles are grouped into two traditional sections — «Educational Psychology» and «Developmental Psychology», as well as the section titled «Discussions and Discourses».

The section «Developmental Psychology» is opened by a study dedicated to the characteristics of preschoolers' interactions with peers as a risk factor for psychological safety in kindergarten. Further, issues related to chronic stress and psychological well-being among students are examined, with particular attention given to the resourceful role of conscious self-regulation and optimism. The section also focuses on topics such as the development of social creativity among youth through project activities, the personal readiness of students with disabilities for employment, and the relationship between time perspective and professional self-determination, considering gender differences. The section concludes with studies on the development of creative thinking in ethnomatematics among schoolchildren, a systematic review on the role of working memory in solving scientific problems, and a search-based investigation that applies a classification tree method to analyze the connection between psychological well-being, internet use, and willingness to seek help.

The section «Educational Psychology» presents the results of a large-scale analysis of latent profiles that reveals the relationship between psychological well-being and academic success among students in grades 5–11. Particular interest is drawn to data from a nationwide study on the personal identity of contemporary adolescents. The section also includes research exploring motivational and volitional predictors of students' academic performance, the development of a model of pedagogical competencies within the context of teachers' understanding of students' emotions, as well as a systematic review of strategies for maintaining teachers' social and emotional competence.

The section «Discussions and Discourses» in this issue is represented by an article proposing a universal algorithm for designing educational programs based on an analysis of students' educational requests. This opens up space for professional debate on the future of educational design.

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

*The Editorial Board*