

Dear readers!

We are pleased to present to you the second issue of the journal *Psychological Science and Education* (No. 2). The issue's materials are presented in two traditional sections — “Developmental Psychology” and “Educational Psychology”, as well as in the section “Discussions and Discourses”.

The “Developmental Psychology” section opens with a study on age-related norms of non-verbal intelligence in children aged 3–7 years, based on Raven's matrices. The next topics include questions of psychological well-being among Russian adolescents within the EPOCH model, as well as the relationship between fluid intelligence and neurocognitive development in older preschoolers. The focus of this section also includes the development and validation of an emotional intelligence questionnaire for teachers at Nigerian universities, the connection between parental stress, burnout, and family upbringing with difficulties faced by preschool children, and family and cultural factors influencing the development of autonomy. Special attention is given to psychophysiological indicators of first graders' adaptation to academic workload, age-related changes in optimistic attributional style and self-efficacy in online and offline learning, as well as the validation of the “Children and Youth Resilience” test on a Russian sample. The section concludes with studies on future orientation as a mediator between the meaning of life and subjective well-being among Chinese students, and a bibliometric analysis of psychological aspects of children's use of digital devices.

In the “Educational Psychology” section, the results of a study on the organization of practical training for future teachers in pedagogical universities are presented, along with data from a panel study on the accuracy of learning goals and academic success in an online course. The section includes works on the diagnostics of learning activities in a digital game-based environment, a literature review on the impact of socio-educational support in schools on student well-being, a qualitative analysis of the role of leadership styles in shaping the school climate, as well as an analysis of the factors and barriers to inclusive education for students with disabilities in low-income countries. The section concludes with a study on the synergy of TPACK and self-assessment as a pathway to strengthening teachers' professional commitment.

The “Discussions and Discourses” section features an article devoted to the analysis of psychological well-being in the context of personal and demographic parameters, which opens up space for professional debate on the nature of subjective well-being.

We hope that the materials of this issue will be useful to researchers, practicing specialists, and everyone interested in current trends in developmental and educational psychology.

*The Editorial Board*