

Dear Readers!

We present the 6th issue of the journal *Psychological Science and Education* (No. 6—2024).

The rubric “Eduactional Psychology” opens with an analytical review on the development of initial pedagogical perceptions in students and specialists. The topic of pedagogical education is continued by the study of the correlation between the risks of aggression of student youth and indicators of self-efficacy, self-esteem and modesty. The results show that the higher the youth's level of aggression, the lower their self-esteem, self-efficacy, and modesty.

Readers will find the study of psychological well-being and educational outcomes of students with different strategies of entering higher education. The study analyzes the role of the demonstration exam as an assessment of the formation of professional competencies in future educational psychologists, and the factors influencing the reluctance of teachers to implement adapted digital gamification in the educational process. Regarding gamification in education, in order to promote successful implementation of this form of work, schools need comprehensive strategies, which include individual professional training for teachers, aligning game content with school curricula, and creating a favorable environment via public engagement and policy interventions.

In the rubric “Developmental Psychology” one can learn about the motivation for foster care of orphans of difficult-to-place categories in various forms of family placement; the study of ethnic, civil, and global identity of Russian high school students and their relationship to values. There are studies of the development and validation of a scale to study the adaptation of first-graders to schooling. The following studies consider the development and validation of a new instrument, the Adolescent Perseverance Scale, and the standardization of the Group Intelligence Test (GIT). We also recommend a review of the results of longitudinal studies of school theater as a tool to improve communication and socialization in adolescents, and to build individual-typological trajectories of school engagement. The related study analyzes an integrated approach to improving chess education through interactive learning strategies. The rubric concludes with a study of personality of a “stranger”, his characteristics as assessed by observers with different teaching experiences.

The rubric “Short Messages” presents a study of some aspects of additional education for children and opportunities for a fuller disclosure of the child's potential on the example of the Republic of Kazakhstan.

We hope that the readers of the journal will find interesting materials in the new issue of the journal *Psychological Science and Education*.

*Editorial Board*