А. А. Печеркина, Г. И. Борисов, К. Д. Катькало

Факторы эмоционального благополучия школьников

Введение. В настоящий момент, в связи с происходящими изменениями во всех сферах жизни современного общества, меняются требования и к системе образования. Для повышения академической успешности и формирования гармоничной личности обучающегося становится важным создание условий, способствующих этому. И здесь в качестве ключевого ресурса выступает, прежде всего, эмоциональный фон, преобладающий в школе, и показатели эмоционального благополучия всех участников образовательных отношений.

Целью исследования является проведение теоретического анализа, синтеза и обобщения результатов психологических исследований эмоционального благополучия и на его основе выделение факторов эмоционального благополучия школьников.

Материалы и методы исследования. Методический инструментарий исследования содержит анализ научной литературы, а именно системный, сравнительный и логический анализ современных подходов к рассмотрению эмоционального благополучия школьников. Теоретико-методологической основой исследования является теория экологических систем (U. Bronfenbrenner), концепция социального и эмоционального благополучия (M. Hamilton, G. Redmond).

Результаты. Эмоциональное благополучие школьников является стабильным состоянием ребенка в образовательной среде, имеющим положительную направленность и основанном на удовлетворении потребностей, соответствующих возрасту, осознании переживания собственных эмоций и владении навыками их регуляции.

На основе анализа научных трудов были выделены две группы факторов эмоционального благополучия школьников. В их основу легло представление о двух взаимозависимых полюсах: индивидуальном измерении (личностных и эмоциональных особенностей) и средовом измерении (влиянии различных сфер – семья, образовательные учреждения, сообщество).

Заключение. Научная новизна полученных результатов заключается в систематизации факторов, влияющих на формирование эмоционального благополучия школьников. Выделенные факторы выступают основой для разработки дизайна психологического исследования. Полученные данные позволят определить особенности эмоционального благополучия школьников и на их основе разработать направления его поддержания и развития.

Ключевые слова: эмоциональное благополучие, эмоциональное благополучие школьника, индивидуальные факторы эмоционального благополучия, средовые факторы эмоционального благополучия

Factors contributing to the emotional well-being of schoolchildren

**Problem and aim.** Currently, one can observe a number of changes in all areas of modern life, which in turn shifts the requirements for the education system. In order to advance academic achievement and develop a balanced personality of a student it is imperative to create appropriate conditions. The key resource here is primarily the emotional background having prevalence at school along with the indicators of the emotional well-being of all the participants of educational relations.

The aim of the research is to carry out an analytical review and synthesis of the results of psychological research on emotional well-being in order to determine the factors contributing to the emotional well-being of schoolchildren based on the findings.

**Materials and methods.** The methodical toolset of this study comprises the analytical review of scholarly literature, namely the systematic, comparative, and logical analysis of contemporary approaches to the emotional well-being of schoolchildren. The theoretical and methodological background of the study is presented by the Ecological Systems Theory by U. Bronfenbrenner and the concept of social and emotional well-being by M. Hamilton and G. Redmond.

**Results.** The emotional well-being of schoolchildren is a stable position of a child in an educational environment with a positive tendency to satisfy age-appropriate needs, to recognize one’s emotional experiences, and to possess skills of their regulation.

The analysis of scholarly literature distinguishes two groups of factors of the emotional well-being of schoolchildren. These factors are based on two interdependent areas: the personal dimension (personality and emotion attributes) and the environment dimension (various influential areas such as the family, educational establishments, community).

**Conclusion.** What is academically novel about the results is how the factors contributing to the well-being of schoolchildren are systematized. The obtained factors may form the basis of the design of a further psychological study. The empirical data will aid in defining the features of the emotional well-being of schoolchildren and thus contrive the ways to control and develop it.

**Keywords:** emotional well-being, emotional well-being of a schoolchild, personal factors of emotional well-being, environment factors of emotional well-being

INTRODUCTION

Current developments of the education system are characterized by considerable transformations in various areas of life, including the education system. Such alterations are caused by a prominent approach to education as a factor in the socioeconomic development of a society. More concretely, by providing an opportunity to be properly educated we invest into schoolchildren as representatives of the coming generation who in turn will impact the further social advancements. This worldwide tendency is shared by people of various countries. For instance, one of the development goals of the UN members is to ensure inclusive, equitable, and quality education and to promote lifelong learning opportunities for everyone assuring that all students shall gain knowledge and skills necessary for sustainable development [45]. These tasks and objectives are also pursued by the UNESCO, an organization which strives to introduce quality education worldwide as well as evaluate the role of education in fostering human potential [43].

In schooling, education functions as one of the indicators of a child’s well-being. For example, a UNICEF (the UN Children’s Emergency Fund) report [44] proves this: education is listed as an indicator of a child’s well-being alongside material welfare, health and safety, relations with peers and family, behavior and risks, and a child’s feeling of subjective well-being.

It is worth highlighting how important the maintenance of a schoolchild’s well-being is and how much attention must be focused in that regard. Namely, the UN has set goals to ensure healthy lifestyles and promote well-being for people of all ages [46]; the Constitution of the WHO says that well-being contributes to one’s health [51]; well-being is held as one of the main principles of state management, according to W. Schwimmer, Secretary General of the Council of Europe.

That said, current changes in the education system inevitably strain intellectual, moral, psychological, and physiological systems of everyone involved in the learning process. In light of this, it has become imperative for educational establishments to provide resource conditions for all the participants in a learning environment with a special emphasis on students. The key resource, in our view, lies in the emotional background at school, which by definition should be positive. To that effect, the support of the emotional well-being of all members of a learning community is of particular significance.

Research analysis highlights current views on the phenomenon of emotional well-being as an integral experience which unites feelings associated with the operation of the leading parts of personality [19]; a constituent of one’s psychological well-being [14]; an integrative feature of an emotion domain [27]; the key factor in positive personality development which manifests itself in the optimal intensity of psychological defense, low level of anxiety, and adequate adaptive potential [29]; a result of positive mood and high self-esteem [36]; daily experienced affect [11]; a certain state of subjective well-being as through the lens of positive and negative affective experiences [8]; a predictor of psychological well-being and positive mental health [18]; a factor of public health [10]; a result of emotional self-efficacy (self-regulation) displayed in interpersonal relationships and behavior [24].

By synthesizing these ideas we can conclude that, despite the present academic interest in studying emotional well-being, the concept of emotional well-being is ambiguous, which calls for a definition of the contents of the phenomenon and detection of its determining
factors. Emotional well-being in itself is a complex, multifaceted, multilayered, and integral term. Its interpretation changes across one’s life span, caused by external circumstances and social relations as well as personality development. In that regard, we consider it important to address such aspects as age and social situation of development.

This demonstrates that research on emotional well-being of schoolchildren must accomplish multiple tasks: operationalization of the phenomenon, design of a universal research approach which would include the determination of criteria of emotional well-being and ill-being, taxonomy of its determining factors, and development of diagnostic methods. All of these findings might provide a blueprint for further development of guidelines on how to enhance the emotional well-being of modern schoolchildren.

The aim of this study is to carry out the theoretical analysis and synthesis of the results of psychological research on emotional well-being and to determine the factors of emotional well-being of schoolchildren.

MATERIALS AND METHODS

The analytic research on the issue of emotional well-being of schoolchildren was done within the scope of international and Russian databases of scholarly literature published from 2002 to 2023. The study was carried out by means of Google Scholar, a web search engine of scholarly literature, with the following queries: emotional well-being; emotional well-being of children; emotional well-being of children and parents; emotional well-being of pupils; emotional well-being of pupils and parents; emotional well-being and material status; emotional well-being and culture.

The theoretical framework of the study is comprised by conceptual ideas on emotional well-being and its exhibiting factors in an educational environment. As for the theoretical and methodological background of the study, it is provided by the Ecological Systems Theory by U. Bronfenbrenner [5] and the concept of social and emotional well-being by M. Hamilton and G. Redmond [15].

The study of the factors of schoolchildren’s emotional well-being required us to employ the following general research methods: analytical review of scholarly literature on emotional well-being, comparative analysis, synthesis, generalization, and classification.

RESULTS

The subject of emotional well-being has been widely broached by academic community. With respect to the school age, researchers highlight the following salient features of the term emotional well-being: the feeling of confidence and safety [52], the feeling of subjective well-being [28], optimal performance of psychological defense and low level of anxiety [29], high self-esteem [36], self-regulation in interpersonal relationships and behavior [24], lack of addictions [32], interpersonal skills, effective coping strategies [35] and others.

The analytical review suggests that the emotional well-being of a schoolchild is determined by a range of subjective and objective factors.

According to research, the subjective factors of the emotional well-being of a schoolchild encompass the general emotional state of a student in an educational establishment, his/her learning satisfaction, capability to achieve success, probability of high academic performance, his/her attitude towards knowledge assessment, anticipation of assessment
from relevant others, self-awareness and self-esteem, satisfaction from relations with teachers and peers [41].

Even though some of the subjective factors of emotional well-being do not display a direct connection to the school environment, they play a major role in shaping emotional well-being. That includes health status and general physical well-being of a student, his/her family status (family welfare, parents’ material wealth, family social status).

Among the objective factors of emotional well-being associated with an educational environment are the teacher’s performance (pedagogical stance, physical and psychological state, communication skills, assessment, interaction with students during classes and extracurricular activities), social and psychological climate in the classroom, and the corporate culture of the school.

Thus, the emotional well-being of a schoolchild is determined by various factors, but for the purposes of an empirical study we need a more comprehensive classification.

We support the view of M. Hamilton and G. M. Redmond [15], who suggested focusing the analysis of emotional well-being on two interdependent points: the environment dimension (influence from various areas of life such as family/home, educational institutions, community) and the personal dimension (intrapersonal and interpersonal features). Consequently, we are facing the task of revealing a range of factors using these two grounds with the aim to study their contribution to the emotional well-being of a modern schoolchild.

The first group of external factors (environment dimension) contributing to emotional well-being can be looked at through the lens of the ecological approach. Such an approach is based on the Ecological Systems Theory by U. Bronfenbrenner. According to the ecological perspective, healthy emotional development presupposes productive interactions between an array of contexts and individual (intra- and interpersonal) characteristics [5].

U. Bronfenbrenner argues that life situations can be imposed on a child or can appear to be results of a child’s activity. When children grow up, they change their surroundings and reinterpret their experiences. Even so, interdependencies persist since the way children do it hinges not only on their physical, intellectual, and personal traits but also on the way they were brought up and on the lessons they absorbed from the environment.

Let us consider the factors of the emotional well-being of schoolchildren from the perspective of the Ecological Systems Theory by U. Bronfenbrenner.

**Microsystem** involves social standards of living which directly influence a person’s development. As for the emotional well-being of a schoolchild, a major part is played by educational and familial microenvironments. Attitudes and value orientations of parents, peculiarities of the parent-child relationship, parenting style, affection—all of these attributes influence the qualities of a child, such as temperament, attitudes, modes of emotional regulation (ways of expressing and controlling emotions) and behavioral regulation, durability and skills of co-ownership, self-esteem and self-confidence, perseverance when learning, etc.

Various studies emphasize the role of the family in contributing to the emotional well-being of schoolchildren, which qualifies it as one of the main factors of the ecosystem [30]. Besides, children are stated to align with the parent’s model of emotional response [38]. Teenage schoolchildren say that the most crucial reason for their emotional ill-being has to do with misunderstandings and problems in relations with parents. Teenagers associate these issues with the fact that their parents are unaware of the aspects of teenage emotional development and dominant in hostile and inconsistent interactions as well as mutual misunderstanding (by both parents and children) of the values and needs of teenagers [29].
The emotional well-being of schoolchildren is also affected by family conflicts. It has been discovered that a conflict between parents and a divorce makes schoolchildren anxious, depressed, and reserved. It is worth mentioning, however, that schoolchildren in the conditions of a high-level conflict usually demonstrate a much lower level of emotional well-being than those kids who also underwent a high level of parental conflict but whose parents eventually divorced [17].

A safe, friendly, and comfortable climate at school also makes a difference in students’ lives. For example, a friendly social and psychological climate may contribute to well-being, high academic performance, and pertinent self-esteem of students [53]. A healthy school climate, which includes sense of safety at school, feeling a connection with the school, and peer support, also maintains the emotional well-being and mental health of a schoolchild. Of particular importance in the first years of middle school are school policies and practices promoting the maintenance of a safe educational environment [22].

**Mesosystem** implies the interconnections of separate microsystems which indirectly influence the emotional well-being of a schoolchild. What should be primarily highlighted is the productiveness of student-teacher communication.

For instance, in schools where teachers support students, take care of them and their results, students boast much higher academic performance and feel emotional safety [9]. This indicates that maintaining student-teacher relationships has a positive impact on students’ performance both directly and indirectly through developing a sense of belonging to a school [49].

It was also established that emotional support from teachers contributes to better behavioral results of students, namely participation in the learning process, academic success and self-efficacy [31], as well as to a higher level of intrinsic motivation and a lower level of anxiety [52]. Meanwhile, emotional well-being and aspiration towards social reinforcement have a positive effect on intrinsic motivation to study [20].

**Exosystem** includes the social conditions of residence connected with, for example, the details of parents’ professional life and the social security of a family (e.g. socioeconomic status of a family).

In this regard it should be stated that the socioeconomic status of a family has an influence on the emotional well-being of a schoolchild. At first thought, such an effect may not be clearly evident, but it can be observed at close scrutiny.

The term *socioeconomic status* in itself is a complex and multidimensional construct which includes both independently objective characteristics (for instance, income and education) and people’s subjective assessment of their place in the system of social relations [25].

The results of the review by J. J. X. Tan et al. demonstrate that the subjective characteristics of the socioeconomic status correlate more than the objective ones with happiness and life satisfaction. When it comes to the impact on well-being, the income’s weight is comparable to that of the social rank. Meanwhile, education has a lower leverage than the subjective aspects of the socioeconomic status [42].

There are studies which address the impact of the socioeconomic status on well-being from the emotional perspective as well. Results show that education and career ladder (save for the income ladder) predict a considerable part of the variance levels of well-being not associated with any objective metrics of the socioeconomic status [25].

**Macrosystem** comprises socioeconomic conditions, cultural values, laws and traditions of a state: for instance, features of economic, educational, legal, and political systems of a particular state.
Regarding the relation between culture and emotional well-being, research mostly emphasizes the appropriateness of a person’s emotional state for the cultural patterns of emotions which facilitate well-being and contact with other people. So it was determined that the emotional congruence of people has to do with their levels of well-being inside the relationship. The correlation between emotional congruence and well-being in relationships is especially prevalent when emotional congruence is being assessed during an interaction with others rather than in self-centered situations [7].

Furthermore, emotional well-being is linked to emotional congruence in an area key to a particular culture. This fact can be exemplified by autonomic situations at work in the USA, relations-establishing situations at home in Korea, autonomic and relations-establishing situations in Belgium. There results prove that the experience of culturally approved emotional patterns promotes well-being [7].

Nevertheless, some study results show that cultural factors are capable of enhancing emotional well-being. Among them, religious affiliation is listed as one of the most important [16].

Thus, the perspective on emotional well-being and its role in schoolchild development, according to the idea of ecosystems by U. Bronfenbrenner, must consider an assemblage of subsystems. It is worthy of note that the most crucial role in child development and the greatest contribution to emotional well-being are attributed to the macrosystem as it has the capability to influence all other subsystems. In that sense, nationwide social support in motherhood changes the familiar microenvironment and, consequently, impacts child development and contributes to his/her emotional well-being.

The second group of factors, as suggested by M. Hamilton and G. Redmond, includes the features of the individual development of schoolchildren: personal qualities, traits, and states which affect the emotional well-being of a schoolchild – in other words, the personal dimension.

Having considered the specifics of the school age, we classified below the following factors of the personal dimension of the well-being of schoolchildren.

1. **Emotional intelligence** as a capability to understand one’s own and other people’s emotions, to empathize, and to regulate emotional states in order to perform practical tasks.

   Schoolchildren skillful in understanding and regulating emotions are able to maintain a positive outlook on life and to bear emotional well-being.

   It is worth mentioning the capability to differentiate between emotions and its influence on one’s emotional well-being. The differentiation of negative emotions lowers their intensity and the disposition towards negativity and promotes the sentiment that emotions are controllable [21].

   Some studies show the interrelation between the emotional intelligence of children and the emotional intelligence of parents. Among other things, mothers are proven to be more adaptive that fathers to emotional responses to emotional states of children [33].

   Besides, there is some empirical evidence of emotional intelligence being associated with emotional well-being. In fact, high emotional intelligence leads to a more intense experience of emotional well-being, to less depression and more optimism [36].

2. **Mood** as a state which serves as an emotional background for the learning activities of a schoolchild.

   In this regard, interesting is the phenomenon of homeostatically protected mood which is regarded by many researchers as the main component of subjective well-being. This phenomenon is usually associated with such notions as life satisfaction and happiness. It is suggested that people with impaired homeostasis caused by inhibiting negative events...
lose control of homeostatically protected mood and thus experience mostly negative rather than positive affect [8].

Research also demonstrates that mood is a stable indicator similar to a personality trait [53]. There is also a noteworthy relation between mood and memories. When positive mood outweighs negative memories, classical well-being-promoting mechanisms start operating in a more active fashion. One can conclude that mood is an important aspect of emotional well-being.

3. **Self-esteem** as a schoolchild’s concept of oneself, his/her personality and activities in a scholastic community.

Self-esteem reflects the assessment of one’s own value and competence. In a number of researches, self-esteem is seen as a predictor of emotional well-being and academic progress [1]. High self-esteem in its turn is linked with positive thinking in an unpleasant situation. However, there are studies which argue the opposite: excessively high self-esteem may have negative correlates such as high aggression [4]. Consequently, the most optimal self-esteem of a schoolchild should be reasonable since emotional well-being is dependent on it.

4. **Self-confidence** as positive assessment by a schoolchild of his/her skills and capabilities necessary to achieve meaningful goals and satisfy all the needs.

Self-confidence as the foundation of appropriate behavior and the capability to set goals and working towards them is considered to be the main driving force in a person’s positive thinking, emotional and psychological well-being. These features also set self-confidence apart from similar constructs, such as optimism, self-efficacy, and self-esteem [39].

It has been found that stress-inducing life events predict the internalization of behavior and lower life satisfaction. This effect is mostly seen in groups of people with low self-confidence. Considering that self-confident teenagers believe in their ability to achieve success [39], it can be assumed that they will also display better academic performance at school.

5. **Awareness** as a state in stress-inducing situations which is characterized by the ability to focus while experiencing a current moment.

There is empirical evidence of awareness being connected with or being a predictor of different indicators of psychological health and well-being [6].

Currently very few empirical data is describing processes through which awareness exerts a beneficial influence on well-being. Nonetheless, building on multiple studies [37], we can single out two main ways through which awareness can have a positive effect on the emotional well-being of schoolchildren. Primarily, awareness may contribute to a less defensive and more voluntary exposure to difficult and threatening events and experiences. That might lessen the effect of negative cognitive assessment of such situations, thus lowering the level of perceived stress. Secondly, awareness may contribute to a better ability to be adaptive at coping with situations perceived as difficult, threatening, or harmful. In other words, we suggest that awareness will correlate with a lower tendency to evaluate or interpret events as stressful and with more adaptive coping with stressful situations. A significant amount of research shows that both factors are important for emotional well-being [12].

In addition, awareness is conducive to cognitive changes as a result of “rejection” or attenuation of the negative assessment of events [50]. If cognitive assessment plays the key role in the emotional well-being of schoolchildren, it is possible that one of the processes through which awareness may improve one’s well-being is it reduces the proneness to perceive situations in such a way that it causes stress. The adaptive processing of stress – including a lighter cognitive assessment of stressful situations and adaptive coping of stress – is regarded as the key factor of emotional well-being [12].
6. Personal attributes of a schoolchild as inclination to his/her emotional well-being.

Meta-analysis done by J. Anglim concluded that a number of personal attributes is important in cultivating well-being belong to the Big Five model, namely neuroticism, extraversion, and conscientiousness [3]. This is supported by S. Grant et al. in their study where they revealed that extraversion, neuroticism, and conscientiousness correlate in a similar way with both subjective and psychological well-being, which leads us to suggest that these attributes manifest themselves as a person’s disposition to general well-being [13]. To be more precise, neuroticism is a negative predictor of subjective well-being, while extraversion and conscientiousness are positive ones [23].

Agreeableness is also a predictor of one’s well-being. Intended effects of well-being reflect that people with a higher starting level of well-being subsequently became more agreeable and emotionally stable [40].

All of this indicates that personal attributes play a particular role in contributing to one’s emotional well-being, which is fairly consistent with the fact that the emotion domain constitutes an important part of one’s inner world.

DISCUSSION

The conducted analysis of studies on the emotional well-being of a schoolchild and its contributing factors has led us to build a concept of emotional well-being as a property which helps a schoolchild to maintain a stable emotionally positive state and life satisfaction while experiencing stressful situations.

The emotional well-being of schoolchildren is coupled, on the one hand, with environment factors and with personal factors on the other. At the same time, the issue of the role of these factors and their order of priority remains to be resolved. At this research stage, it is cumbersome to determine which of the factors plays the major role.

As for emotional well-being in educational establishments, the most focus should be placed on the ambiance of humane interpersonal relations because only in such an environment does the level of aspiration increase, which encourages a person to solve more difficult tasks, boosts self-confidence and self-esteem [2]. In other words, emotional well-being is conducive to a child’s personality being positively developed. It means that the factors mentioned above even determine the personal becoming of a schoolchild when he/she actively interacts with the environment, gains social experience, acquires social norms and rules of behavior, communicates, forms collective and interpersonal relations, operates with people who surround him/her.

Significantly, the analysis of factors came to a conclusion that there are both direct and indirect connections with academic achievement, prompting us to state that the emotional well-being of schoolchildren and their academic performance are related. Thus, it becomes imperative to discern the specifics of this relation. We tend to agree with the view that academic achievement, on the one hand, promotes the emotional well-being of students [26] and, on the other hand, is a result of emotionally positive self-attitude and self-perception of a schoolchild [34].

The notion of academic achievement is often interpreted as self-efficacy in that effective opposition to difficulties connected with, for instance, knowledge assessment at school helps students develop a response mechanism to stress-inducing situations further in life. Such a mechanism promotes teenager’s beliefs about their personality and how effectively it functions in different situations, which consequently fosters the
state of emotional well-being.

The conducted analysis of factors suggests that the emotional well-being of schoolchildren means a stable position of a child in a learning environment with a positive tendency to satisfy age-appropriate needs, to recognize one’s emotional experiences, and to possess skills of their regulation.

CONCLUSION

In this paper, we have reviewed the results of psychological research on the emotional well-being of schoolchildren, which allowed us to determine its factors and classify them on two grounds: environment factors and personal factors.

The environment factors contributing to emotional well-being is observed within the framework of the ecological approach which suggests studying a group of subsystems including family, local environment of communication and life, social and psychological climate in a scholastic community, educational environment, school’s corporate culture, an array of cultural traditions and values. The most important role in child development and emotional well-being is attributed to the macrosystem (e. g. socioeconomic conditions, cultural values, laws and traditions of a state) as it is capable to exert influence upon all other subsystems.

The factors of the personal dimension include personal attributes, traits, states which have an impact on the emotional well-being of a child, the chief of them being the emotional state and the personal attributes of a schoolchild. These attributes are as follows: mood as a state which shapes the emotional background for learning, emotional intelligence as an ability to understand and regulate emotions, self-perception and self-esteem, self-confidence as a schoolchild’s positive assessment of his/her skills and abilities, awareness as an ability to choose a manner of action in a stressful situation, satisfaction with own results and relations with teachers and peers.

This research will serve as a blueprint for an empirical study on a sample group of Russian schoolchildren with the aim to explore the features of their emotional well-being and to develop a support program to foster emotional well-being in an educational environment.

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