

Editorial

The current issue of *Psychology in Russia: State of the Art* opens with reports from the 4th Annual international research-to-practice conference “Early Childhood Care and Education” held on April 23rd - 25th 2015 at the Lomonosov Moscow State University (Moscow, Russia). The Conference brought major issues of early education and the prospects for further research in this field up for discussion, showcased the latest studies in early education, and succeeded in enhancing collaboration and network cooperation in the field of early education.

We would like to express our gratitude to all the speakers and participants for making the Conference so interesting and rewarding, and give our special thanks and recognition to Full Member of the Russian Academy of Sciences, Prof. Victor A. Sadovnichy (Chairman of the Organizing Committee), Prof. Nikolay E. Veraksa, (Chairman of the International Committee), and Full Member of the Russian Academy of Education, Prof. Aleksandr G. Asmolov (Chairman of the Program Committee). As another step towards participation in the international academic community, we hope that the Conference will enhance international dialogue and contribute to further development of quality of preschool education.

This year, Sweden was the Conference’s Guest of Honor country, and the current issue presents its readers with a number of thought-provoking articles from Nordic keynote speakers that emphasize the importance of play in children’s lives. Articles by Maelis Karlsson Lohmander and Ingrid Pramling Samuelsson discuss the intertwining of play and learning in early childhood education in Sweden. The author Elly Singer also presents profound reflections on play and playfulness in early childhood education and care. Liv Gjems and Sonja Sheridan S. provide the overview of how the topic of early literacy is presented in Norwegian and Swedish preschool teacher education.

Also, there are two articles on preschoolers’ reflection and project thinking that may be potentially developed in this early age by means offered by the cultural-historical and activity approaches. Yulia Solovieva, Claudia Ximena González-Moreno and Luis Quintanar present indicators of reflection during acquisition of symbolic actions in preschool Colombian children. Aleksandr N. Veraksa and Nikolay E.

Veraksa describe the experience and results of implementing technique of project activity in Russian preschool educational establishments.

Furthermore, there are studies of preschoolers' collaborative activities with their parents. Anna A. Shvedovskaya and Tatyana O. Archakova developed the activity-based classification of parent-child interaction styles in families with preschool-age children. Vladimir S. Sobkin and Ksenia N. Skobeltsina reveal peculiarities of parents-children interaction during family pastime in different types of families.

The *Psychology of personality* section contains four articles approaching the issue of human personality from different standpoints. Sergey A. Kapustin provides a theoretical research outlining an existential criterion for normal and abnormal personality based on the works of Erich Fromm. Larisa A. Manukyan, Victoria R. Golovey and Olga Yu. Strizhitskaya explore formation of personality's psychological maturity in relation to adulthood crises. Ilya V. Pluzhnikov and Vasily G. Kaleda apply A.R. Luria's approach to neuropsychological findings in personality disorders. Olga Yu. Zotova and Larisa V. Karapetyan investigate occupation as a factor of personality's subjective wellbeing.

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