GROWING TOGETHER

ALL-RUSSIAN CHILDHOOD RESEARCH PROJECT

Recommendations for Organizing Project-Based Activities in Preschool Age





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These recommendations describe a methodology for organizing project-based activities with preschool children, which allows project implementation to become part of children's everyday life. This form of interaction between the child and the adult promotes the development of preschoolers' cognitive, social, self-regulation skills and other competencies.

The recommendations are intended for preschool teachers, students, teachers at psychological and pedagogical institutions, as well as anyone interested in opportunities for children's personal development.

TABLE OF CONTENTS

Introduction.
The Space of Children's Initiative and Expression ***(Self-Realization)*** **3**

Basic Principles for Organizing Project-Based Activities in Preschool Age **7**

1. Supporting Children's Initiative Within Project-Based Activities **7**
2. Creating a Problem Situation
   How Can a Teacher Create a Problem Situation and Begin Project-Based Activities? **13**
3. Acting Within a Space of Possibilities **20**
4. Reflective and Product-Oriented Nature of Activity **21**
5. Targeted Nature and Social Presentation of the Product **24**

Stages of Project-Based Activities **25**

In place of a conclusion **30**

GROWING TOGETHER

INTRODUCTION
THE SPACE OF CHILDREN'S INITIATINE AND EXPRESSION *(SELF-REALIZATION)*

A key goal of preschool education is the comprehensive development of the child (OECD, 2021). One of the most important questions is how to achieve this goal and what specific tools and mechanisms should be taken into account in the process. It is important to recognize the unique status of this period: preschool age is the first stage of life open to purposeful and accessible socio-pedagogical influence. It is at this time that the foundations of personality are formed, determining all subsequent stages of human development, including the capacity to perceive the world, contribute to society, and consequently address the tasks of preschool education.

One of the key directions is the development of a holistic set of pedagogical tools: educational programs, socio-psychological and sociocultural technologies, and other resources that contribute to the formation of the child's personality, taking into account future prospects for their social role.

At the same time, it is important to see the broader context: this concerns not only teachers, but also parents, the integration of whom into a child's developmental process is no less important.

It is necessary not only to continuously analyze trends in children's development, which are reflected in preschool education, but already now to seek ways to include modern achievements in preschool educational practice. It is important not only to develop the child but also to educate a person as a member of society and a responsible citizen who feels a sense of belonging to the country, its history, and its culture.

Thus, the development of a child's personality is one of the central tasks of preschool education. A child's personality is not only their uniqueness, but also the social representation of that uniqueness, expressed in a meaningful activity product. In this sense, the value of the individual and the social coincide in the value of personality and the mechanism of its development. Therefore, the teacher's primary task is to provide for personality development by creating a space in which the child generates new, socially meaningful products and expresses their personality through them, while the adult supports them in this process. We call such a space the space of children's self-realization.

The space of children's initiative and expression (self-realization) is a specially organized time and place where a child can discuss ideas, demonstrate initiative, analyze available possibilities, create a product individually or jointly with others, present it, and make sense of its significance.

Project-based activity in kindergarten is an important part of the space of children's self-realization. Research shows that preschool children's participation in project-based activities contributes to the development and strengthening of:

- social competence *(cooperation, ability to solve conflicts, social politeness, responsibility, initiative, independence);*
- research skills *(the ability to ask questions, seek ways of solving them, compare alternatives, classify, and conduct experiments);*
- speech;
- cognitive processes *(memory, imagination, thinking);*
- intrinsic motivation and self-esteem.

However, it should be emphasized that not every activity designated as a "project" has a genuinely developmental effect. The developmental potential of project-based activity is determined by how it is organized and whether it follows the principles described below.

In this regard, the content of a project and the variety of forms used should be regarded as secondary in relation to the way project-based activities are organized and to the nature of interaction between the adult and the child. Media projects, creative projects, and research projects may all have comparable developmental effects when the methodological principles of project organization are followed. Thus, a special project-organization principle is the teacher's position as a partner who supports children's initiative and independence and identifies opportunities for educational development.



BASIC PRINCIPLES FOR ORGANIZING PROJECT-BASED ACTIVITIES IN PRESCHOOL AGE

1 Supporting children's initiative within project-based activities

1.1. THE CHILD'S PROJECT IDEA

Following the child's agency and initiative, and allowing the project to develop from the child's own idea, is the central developmental mechanism of project-based activity. The teacher's task is to notice and support children's ideas and make them socially meaningful.



- Project-based activity begins with children's initiative, not with a task proposed by an adult. The child may formulate an idea or question that can serve as the basis for a project. An adult may ask about the project topic through the creation of a problem situation *(see Principle 2)*. The label or theme should be stated broadly enough to give children an opportunity to propose diverse ideas for implementing projects.

- Specific project ideas are proposed by children, not by the adult.

- Giving the child a choice within a project idea predetermined by the adult *(for example, choosing the color of a craft, the material, or how to decorate it)* is important during the project, but it is not an adequate substitute for supporting children's initiative in choosing the project idea itself.

- Supporting a child's initiative means that there are no rigid frameworks from the adult regarding the product. The adult's task is not to "fit" a child's idea into their own standards. Their role is to support and point out opportunities rather than impose them. For example, "Let's think about how this could be made more conveniently."



Examples of themes set by an adult and project ideas proposed by children

Theme: New Year

- a New Year's performance created by the children
- a gift for Ded Moroz *(Father Frost)*
- research: "Where does Ded Moroz come from?"
- a model of a New Year's town
- a little book: "How Does Snow Appear?"

Theme: Space

- exhibition: "What We Know About Mars"
- model of a space station / Solar System
- story about a journey into space
- "Our Space Film"
- poster: "How Not to Get Lost in Space?"

Theme: March 8

- mini-book: "A Book of Kind Deeds"
- experiment: "Why Do Flowers Wilt?"
- "A Celebration We Invented Ourselves"
- flower collection
- tabletop game about March 8

Theme: Autumn

- comic: "Autumn Fun"
- autumn clothing show
- autumn nature museum
- encyclopedia-poster: "Why Do Leaves Turn Yellow?"
- bird feeders





1.2. SYSTEMATIC SUPPORT FOR INITIATIVE IN THE EDUCATIONAL ENVIRONMENT

For project-based activities to be sustainable within the educational process, useful changes can be made to the organization of group life:

- An “idea bank” - a space for recording children’s questions and suggestions *(for example, a wall with stickers, a notebook, or a box for drawings)*. When someone has an idea for a project or a project theme, the adult notices the child’s initiative but does not implement it at once; instead, they help record the idea in the “bank.” This keeps children’s ideas visible and available to the group.

- A flexible schedule that allows for extended periods of project work. The child should not be required to work on the project only when the schedule says so, if at that moment they are maximally engaged with the idea.

- A special space - a workshop. A project needs a physical and symbolic center — a workshop or a designated area where the child can implement ideas. For example, this may be a space where cardboard or other materials are available for making a model of an exhibition for preschool workers.

- Banks not only of places and materials, but also of rules for working in the workshop, developed together with children:

  - how we discuss ideas;
  - how we vote;
  - how we respond to other people’s proposals.

1.3. INVOLVING PARENTS IN SUPPORTING INITIATIVE

Parental involvement is an important factor in children's development within project-based activities. It is important that initiative in interaction comes not only from the teacher but also from the child. Therefore, the teacher sets up tasks that the child can take home and discuss with parents, thereby involving them in the project not through a formal communication in a chat, but through direct requests and children's participation.

Before involving parents in a project, it is necessary to explain the specific features of project-based activity:

- Clarify that the project is not a competition of crafts. It is important that the child implements their own idea in the product rather than an adult's idea of beauty or "correctness."

- The author of the project is the child; the adult performs an auxiliary function. It is important to support the child rather than do everything for them.

- Project-based activity involves reflection on children's actions and the product. For example, ask the child what they think about their drawing and why they depicted a particular object in that way.



WHAT ROLE CAN A PARENT PLAY IN PROJECT-BASED ACTIVITIES?

How parents can become involved	Example of involving parents
Help technically:	• "If you have tools or anything else at home that you can use to work with clay, ask your parents whether they can help you." • "Would you like to do it together with your dad? Let's ask him to help you."
Provide materials:	• "Think about what boxes, fabrics, lids, paper, etc. might be suitable for your idea. Ask your parents to help you find these at home." • "Collect pinecones and leaves outside together with Mom."
Provide information:	• "You asked an interesting question. Ask your parents at home; find out whether they know anything about it. And draw their answer on this page." • "Who else could we ask to tell us about this? Right, Mom or Dad!"
Remind the child to complete their part of the project:	• "Who can help you remember to do this? Right, we can ask Mom!"
Show interest in children's ideas:	• "Did you tell your parents what we learned/ did today?" • "Would you like to share your idea with Mom? Great - find out what ideas your parents might suggest."

2 Creating a problem situation

Project-based activity begins with a problem situation in which a direct, natural action *("I want to do it now")* proves impossible for the child because of insufficient information (for example, the child does not know the answer to a question), technical or operational difficulties (for example, help from an adult or other children is needed to implement an idea), or meaningful difficulties (for example, there is no ready-made plan for resolving the problem situation).

HOW CAN A TEACHER CREATE A PROBLEM SITUATION AND BEGIN PROJECT-BASED ACTIVITIES?

1. Organizing whole-group discussions. Organizing whole-group discussions is one of the simplest and most effective ways to start project-based activity. During such discussions, the teacher asks open-ended questions and invites children to share observations and impressions about a particular topic, discusses real situations or events that have occurred in the group or outside it.

A structure for a group discussion aimed at creating a problem situation:

1. Introductory questions about the project topic.
2. Discussion of the topic with elements of broadening knowledge and children's lexical repertoire.
3. Reflective questions about observations, impressions, and emotions.
4. Problem questions aimed at creating a problem situation.

EXAMPLE

The teacher asks the children:

1. Do you go to the theatre? How long ago? What did you watch?

2. Do you know what a performance is? Who are an actor and a director, and what do they do?

3. Did you like the performance? What did you like most? What was boring?

4. Do you think all children go to the theatre often? *(Small children rarely go - it may be difficult for them; some children do not go because their parents cannot afford it, etc.)* Is it possible to make a theatre that would come to them? Could we help them somehow? *(Pose the performance for them, make a film performance.)*

Through the general discussion, the teacher leads the children toward the idea of creating their own performance or film.

2. RELYING ON A REAL-LIFE SITUATIONS. Everyday events - walks, observing animals, changes in the weather, children's conversations, household difficulties, or a holiday - create a natural context in which the child shows interest, asks a question, or responds emotionally to what is happening. Such live situations make it possible for the teacher to unobtrusively begin a dialogue connected with the child's future project.

EXAMPLE

Teacher:
— Today I went to a shop, and there was incredible excitement. Both adults and children were choosing and buying all kinds of souvenirs. Perhaps there is a holiday coming soon - which one do you think?

Children:
— In three days it will be March 8! My Dad and I are preparing a gift for Mom!

Teacher:
— Children, what kind of holiday is this? How do you imagine it?

Children:
— It is a holiday when people give presents and flowers, cards, when everyone feels good and is happy...

Teacher:
— And whom do we congratulate on this day?

Children:
— Moms, grandmothers, girlfriends, girls, all women, sisters...

Ilyusha:
— And we can congratulate our psychologist too.

Nikita:
— Let's congratulate all the women!

Tanya:
— And our nurse too?

Teacher:
— What a wonderful idea - whom else can we congratulate?

Beginning with a discussion of a real-life situation, the teacher leads the children toward creating a project for March 8.

3. CREATING A “TEACHER-WHO-DOESN’T-KNOW” SITUATION

The “teacher-who-doesn’t-know” situation is a methodological technique in which the teacher deliberately takes the position of someone who does not know the answer or lacks information. This encourages children to want to figure it out, explain, or help.

EXAMPLE

During a conversation about stars, the teacher says with surprise:
— I don’t quite understand what space is. Why is it so big? How is everything arranged there? It’s a pity that I don’t know anything about it...

Children begin to tell what they have heard or seen:
— Space is where rockets fly!
— There are planets there, and they are different!
— Maybe there are even people there!

The teacher supports their initiative:
— Really? There is so much in your answers! Could you help me understand it?

Children begin to suggest ideas about how to help the teacher: read a book, search online, make a video, etc.

Teacher:
— I won’t be able to understand everything by myself; I need your help. And even Veronika’s grandmother is an astronaut! The group will be very interested too. Maybe this could become a project, so that we can tell everyone what you know about space?

Children begin to suggest project options.

Through a request to help them understand the topic, the teacher leads children toward the idea of creating a project about space.

4. CREATING A HELP SITUATION

Creating a help situation is a technique in which the teacher organizes for children the image of a problem situation in which a teacher, a concern for a toy, a toddler, an educator, a parent, a fairy-tale character, or a group as a whole needs help.

EXAMPLE

Speaking on behalf of Misha the Bear, the teacher says that recently he often feels sad and upset. This is especially difficult because, for example, he cannot make friends with any of the other plush bears or animals in the group. In addition, he is often sad and has very few friends. He is afraid of the big bears and even of small bunnies. He is afraid to make friends with other inhabitants of the plush forest, and he feels very lonely and sad because of this.

The teacher asks a series of questions:
— Children, I feel very sorry for Misha. Do you think other people have sadness too? And children? And adults? When do you sometimes feel sad? Does it happen that adults, for example teachers, feel sad about something?

The teacher supports the children's answers, expands and paraphrases them, and asks clarifying questions. If children talk about their fears or other emotions, the teacher gently asks whether they can share such an experience and gives an example of a time when they themselves felt sadness, fear, or anxiety and managed these emotions.

The teacher suggests that the children help Misha while leaving open the possibility of proposing their own idea after the question:
— Could we somehow help Misha? Maybe we can do something for him? Or perhaps we can give him something so that he feels less lonely, or create a protection against fears?



The teacher introduces an additional toy character whose problem leads the children toward the idea of creating a project about psychological talismans.

5. OBSERVING CHILDREN'S ACTIVITY AND IDENTIFYING THEIR SPHERE OF INTEREST

The teacher can observe what children are doing and what they talk about during free time, what topics they raise in conversations, what materials they use, and what roles they choose in role play. These observations help reveal recurring and stable interests and motives that can become the basis of a future project.

EXAMPLE

The teacher notices that Mila P. has been enthusiastically dressing dolls for several days, trying on different dresses for them, and inventing outfits. While observing the game, the teacher says:
— I can see that you really like dressing the dolls. At one point the teacher comes over and unobtrusively asks:
— Mila, you dress the dolls so beautifully! Did you know, for example, what clothing people wear in China and what clothing people wear in Brazil? Maybe we could organize a real fashion show?

The teacher notices that the girl's interest in clothes leads her toward the idea of creating a project about fashion.

Through observing the girl's interest, the teacher leads her toward the idea of creating a project about fashion.

6. SENSITIVITY TO CHILDREN'S INITIATIVE

Children often express interest in particular objects, nature, animals, traditions, etc. in free activity or communication. It is important to notice this, catch it, and support such interests. Children may show interest, ideas, questions, or an emotional response to a child, place, or object. The teacher's task is to formulate the child's interest as a question and support it with prompts: "What do you think?", "What did you notice?", "Do you want to find out?"

EXAMPLE

During a walk, the teacher hears John quietly asking another child while watching a passing dog:
— Why do dogs wag their tails? What do they want to say?

The teacher hears the question, approaches, and says:
— Artyom, you asked a very interesting question. Do you want to figure out why dogs wag their tails and what this means? We can do some research together if you want.

Artyom brightens up and nods:
— Yes, I do! They all seem to talk, but in their own way.

The teacher supports his initiative and develops it toward a possible project:
— Then let's try to find out how animals communicate with each other. Where should we begin?

Through observing the boy's activity, the teacher leads him toward the idea of creating a research project about animals.

3 Acting within a space of possibilities

A problem situation assumes that the child cannot solve the task immediately in the usual way. Instead of direct action, the child finds themselves in a particular cognitive zone - a space of possibilities - where they need to consider several possible solutions, compare them, and choose the most appropriate one rather than act according to a single ready-made algorithm.

- It is important for children to propose several ways of implementing a project so that each child can compare several possible solutions, evaluate their advantages and disadvantages, and choose the most suitable one.

- It is important to record the steps and necessary materials in a form that is visually clear to children.

- The optimal way to choose a shared project from children's ideas is a voting procedure using tokens. It is important to remember the rule: one must not vote for one's own project.





4 Reflective and product-oriented nature of activity

In project-based activity, it is important that the child is involved not only in the activity process but also in the final product. The child should understand why they are creating the project, what they want to express through it, to whom it is addressed, and what personal relationship to the product makes the project meaningful.

- A child's interest alone *("I like doing this")* is not enough. A project begins when the child and the teacher seek personal meaning in what is happening ("For example: What does this holiday mean to me?", "Why do I need this layout?", "Why is it important for me to know this, how will this information be useful to me? am I doing that is useful?"). First the meaning of the event is identified for each child, and then, through generalization, a way of expressing it is found (what and how will be done).

- It is important to draw the child's attention not only to what they are doing but also to how their idea and personal meaning are reflected in the product *(for example: "How did Grandma find out from your book that you love her?")*.

- Making meaning involves reflection on the activity and the project result by the child. The adult may structure reflection using questions throughout the project.

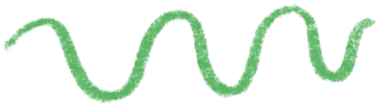


EXAMPLES OF QUESTIONS ADULTS CAN ASK DURING PROJECT IMPLEMENTATION

Aspect: Meaning and addressee of the project	• How does what you are doing / telling / showing work, and why are you doing it? • What is your project about, and what is its main idea? Who is it intended for? • How will the viewer understand what your character is kind?
Aspect: Choosing an idea	• Why did you choose this particular idea? • What do you like most about it? • What in this work is most interesting to you?
Aspect: Materials and methods of action	• Why did you decide to use this particular material / color? • What helped you choose this method? • What does this element / color mean? • What would happen if you chose a different material?



Aspect: Creation process	• What was the most difficult part? How did you manage it? • What worked best? • What new thing did you try in this project? • Who helped you, and what exactly was helpful?
Aspect: Analysis of alternatives	• What other options did you consider? • Why did you choose this one? • What other option did you like?
Aspect: Emotions and personal attitude	• What feelings did you have while working on the project? • What in your work makes you feel happy / proud? • Were there moments when the project upset you? • What did you feel when you showed your project to the audience?
Aspect: Significance of the product	• What new and useful thing did you learn? • What new thing did you discover while doing this work? • Who will benefit from your project? • How might other children use your project?



5 Targeted nature and social presentation of the product

Project-based activity necessarily involves a social presentation of the product - that is, public presentation of the result in the educational process. Children's presentation of their work is socially meaningful: the child sees that their idea is interesting and valuable to others, receives support and recognition, learns to present their idea independently, explain their choices, and answer questions.

- Presentation is not a formality but a key moment of targeted communication and recognition. A public presentation of the product can take the form of a show, exhibition, protection/defense, excursion, film screening, story, celebration or event, reading, fair, etc.

- Before the presentation, it is important to think through:
  - to whom the project will be presented *(parents, peers, teachers, kindergarten staff, younger groups, invited specialists, toys, etc.);*
  - how to collect feedback *(questions, comments, applause, symbolic "likes").*

- After the public presentation is complete, the project should not lose its meaning or disappear from the educational process. To preserve its developmental effect, it is important to integrate the created product into the group's everyday life. This allows children to see the value of their work, return to it, use it, and develop it further, relying on the experience they have gained.

STAGES OF PROJECT-BASED ACTIVITIES

Below are the most general stages of project-based activity that can serve as the basis for projects of different content. The stages of project implementation are a tool for the teacher, not a scheme that must be repeated with children.

1. CREATING A PROBLEM SITUATION AND DISCUSSING THE IDEA

At the first stage, the teacher creates a problem situation. During discussion, children express their ideas, proposals, and possible solutions. The teacher supports children's statements, helps children clarify and formulate the idea, and does not give ready-made answers or interrupt spontaneous reactions and meaningful ideas.

The goal of this stage is to interest children, identify the range of children's initiatives within the chosen topic, discuss ideas that may potentially be suitable for the project.

2. RECORDING IDEAS AND DRAWING SKETCHES

Next, the teacher records children's proposals. Each child creates a sketch of their idea: draws how they imagine the future product, what it may consist of, and what is important to them. At this stage the teacher asks guiding questions that help children clarify and develop their own idea.

Sketches help the child visualize their idea, maintain connection with it, and compare it with other children's alternatives.

3. PRESENTING SKETCHES AND CHOOSING THE PROJECT IDEA

Each child presents their sketch to the group: explains what they came up with, why they chose that particular option, and what materials may be needed.

After the presentation, a collective discussion and selection of a single project idea is organized through voting or another method.

Important rule: children do not vote for their own sketch, which develops the ability to consider other children's ideas and see the value of collective choice.

4. PROJECT PLANNING

Once the idea has been selected, detailed planning of future work begins. Together with the teacher, children discuss:

- what needs to be prepared: materials, tools, information;
- what stages the work will include;
- who among the participants will do what;
- what difficulties may arise and how to overcome them;
- what the finished product will look like.

Planning helps the child move from an idea to real action, see the structure of the work, and experience authorship and responsibility.

5. PROJECT IMPLEMENTATION AND REFLECTION ON THE PROCESS

At this stage, children move to practical implementation of the selected idea. They construct, draw, collect materials, conduct research, and prepare elements of the future product.

During the work, the teacher regularly initiates ongoing reflection by asking questions:

- What are we doing now?
- Why did we choose this method?
- What worked, and what still needs improvement?
- What helps us move forward?

This reflection helps children understand the process, make decisions, and adjust their actions.

6. PREPARING THE PROJECT PRESENTATION

When the product is close to completion, preparation begins for its public presentation. Together with the teacher, children discuss:

- how best to show the result to others;
- what is important to say about their idea and the work process;
- what materials, photos, or recordings will support the presentation;
- who will speak and in what order;
- how to organize the presentation for demonstration purposes *(exhibition, model, scene, excursion, etc.).*

Preparing a presentation develops children's planning, communication, and sequencing skills, as well as their ability to coordinate the value of their own work.

7. PUBLIC PRESENTATION AND FINAL REFLECTION

At this stage, children present their project to an audience: peers, teachers, preschool staff, parents, or other kindergarten groups.

The presentation may take different forms: presentation, exhibition, show, game, theatricalization, demonstration of a video, or excursion around the project model.

The audience provides feedback to the children who prepared the project.

After the presentation, final reflection is conducted, during which the teacher asks open-ended questions, for example:

- What did we do best?
- What helped us create this project?
- What was difficult, and how did we manage it?
- What did we learn in this project?
- Which moment was the most interesting?

Reflection helps children recognize their own contribution, strengthens self-esteem, and consolidates the experience of cooperation.

8. INTEGRATING THE PRODUCT INTO THE GROUP'S LIFE

For the project to have a lasting developmental effect, the created product is incorporated into the group's everyday life. This may include:

- placing it at an exhibition or in the library;
- using it in games or activities *(for example, attributes for a role play, a new board game, a collection of items);*
- using a model, book, album, or model in lessons;
- turning the product into an element of the environment *(for example, a decorated corner, a new board game, a collection, reminders, a scheme, rules);*
- incorporating the project result into group traditions *(for example, an observation calendar for the year, a collection of recipes or ideas for workshops);*
- using the product in celebrations or preschool-wide events;
- continuing the project in a new form if children remain interested *(for example, creating a second part of a book, expanding a model, conducting new research on the topic).*

Integrating the product makes the project result meaningful not only at the moment of presentation but over a longer period, developing children's sense of authorship and a stable interest in activities and readiness to initiate new projects.

IN PLACE OF A CONCLUSION

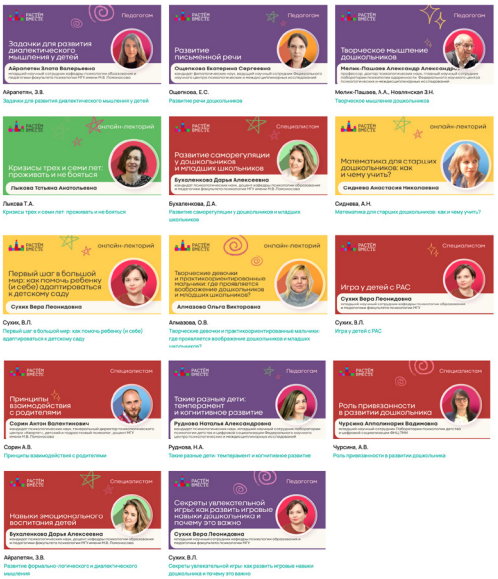
In these recommendations, we have brought together the key ideas and principles for organizing project-based activities in preschool age that allow children's development to be supported. Of course, many topics deserve deeper consideration, with examples, live commentary, and practical recommendations.

If you would like to learn more about children's development, we invite you to the video lecture series of the "Growing Together" project. It includes 66 lectures on organizing project-based and play activities, speech development, self-regulation, and interaction with children.

Below you will find links to the lectures - we hope they will be useful and inspire you with new ideas for working and communicating with children.

Official project website:

растемвместе.рф/courses/video/



FOR NOTES

GROWING TOGETHER

ALL-RUSSIAN CHILDHOOD RESEARCH PROJECT

A UNIQUE LARGE-SCALE RUSSIAN LONGITUDINAL PROJECT

in the field of childhood research,
applying a scientific approach
to maximizing every child's potential
and supporting countries'
cultural diversity

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