

Introduction from the Editor in Chief

Dear Readers,

We are pleased to bring to your attention a special edition focused on a critical topic: the educational systems of the BRICS countries. In today's rapidly evolving world characterized by unprecedented levels of interconnectedness, international cooperation in education has become crucial. Education is a dynamic process that demands continuous adaptation and innovation to stay relevant in a rapidly changing world.

New technologies, societal challenges, and economic realities impact educational practices. Ignoring these factors and avoiding dialogue and cooperation with international colleagues may lead to stagnation and underdevelopment. We hope that this issue will contribute to a better understanding of the challenges and opportunities for education in the BRICS countries and encourage further collaboration and exchange of ideas. We risk finding ourselves in a situation where our educational systems fail to meet the demands of the modern world, prepare graduates for future challenges, and ultimately contribute to society's progress. This is why we aim to serve as a platform for active exchange of knowledge, experience, and best practices among researchers, practitioners, and policymakers in the education field within the BRICS countries (Brazil, Russia, India, China, and South Africa).

In this issue, we discuss fundamental epistemological questions related to the role of teachers as an essential part of the education system. With the ongoing reforms and changes, it is important not to lose sight of the importance and role of teachers in the learning process. Additionally, it is crucial to continually assess their motivation, professional skills, and willingness to innovate. These factors require constant monitoring and evaluation, as reflected in the research published in this issue.

The diverse range of countries featured in this issue gives special significance to the topic discussed. The examination of educational systems in China, South Africa, India, and Brazil is of utmost importance, as these nations represent not only distinct cultural landscapes and civilizations, but also some of the largest populations of the world. The future not only of these countries, but also of the entire globe, rests on the quality of education provided to children in these regions. The BRICS nations' educational systems collectively account for approximately one-third of the global education landscape, highlighting their global significance and impact.

Each article published in this issue critically addresses important challenges faced by education in the BRICS countries, including ine-

quality in access to high-quality education, teacher and student motivation, literacy improvement, and the identification and support of gifted children.

These issues are common in many countries around the world, and the experience of BRICS nations can provide valuable insights into finding effective solutions. This issue therefore serves as a guide to some of the most important and current areas of education in BRICS today.

We hope that this issue will serve as a valuable resource for anyone interested in education and human development. We invite you to join the discussion and share your own experiences to help create a brighter future for education within BRICS and beyond.

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