

PEDAGOGICAL CONDITIONS OF SOCIALIZATION OF CHILDREN OF SENIOR PRESCHOOL AGE IN THE INTERACTION OF PRESCHOOL EDUCATION INSTITUTION AND FAMILY

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***Abstract.** Rapid socio-political changes in the life of modern society make it necessary to prepare children for the development of social relations and various types of behavior in society from an early age. Such qualities as the ability to manage their behavior and ways of communication, the ability to choose appropriate behavior, orientation in new circumstances, a sense of their place among other people is the sphere of social development of the child, which contributes to their social well-being. The effectiveness of the implementation of the outlined tasks of social development of preschoolers is largely determined by the establishment of interaction between preschool education institutions and families of pupils. Only close relations of the preschool education institution on the basis of cooperation with the family provide conditions for the full process of socialization of the preschool child. Our research allowed us to find out the existing problems in socialization of the majority of children of senior preschool age, in particular: unformed ideas about "approved", "acceptable" and "unacceptable" forms of behavior; inability to establish and maintain positive relationships with others; short-term and unstable relationships with peers; unformed positive attitude to society and themselves; inability to solve problem situations. Purpose of article is to substantiate the psychological and pedagogical conditions for the socialization of the personality of a child of senior preschool age in the process of interaction between the family and the institution of preschool education. To achieve this goal, a number of theoretical and empirical methods were used: theoretical: analysis, systematization, and generalization of theoretical data presented in the psychological and pedagogical literature; empirical: a survey of educators using the method of T. Repina (2004), sociometric*

study "Birthday", observation of children's behavior in joint activities and games. In the process of organizing the work, the following methods and techniques have proved their effectiveness: organization of positive communication between parents, educators and children; involvement of parents in assessing the child's progress, forecasting the prospects for the child's development; encouraging parents to participate in joint work with the child and the teacher, the staff of the preschool institution; active listening to parents, trying to understand their problems, to help make a well-grounded pedagogical decision; building friendly, optimistic, cordial relations with parents.

Keywords: *family, interaction, partnership, preschool education institution, senior preschoolers, social development, socialization.*

Introduction

The relevance of the topic of our research is determined by the priority directions of the Laws of Ukraine "On Education" (Minister of Education and Science of Ukraine, 2017), "On Preschool Education" (Verhovna Rada of Ukraine, 2001), regarding the modernization of preschool education, the tasks of the Basic component of preschool education in Ukraine regarding the leading role of the formation of the mechanism of self-development of a preschooler based on the expansion of the child's social competence, the development of basic qualities and feelings of the individual.

After all, rapid socio-political changes in the life of modern society predetermine the need to prepare children for the development of social relations and various types of behavior in society from an early age. Such qualities as the ability to manage one's behavior and ways of communication, the ability to choose adequate behavior, orientation in new circumstances, a sense of one's place among other people are the sphere of social development of the child, which contributes to his social well-being.

The adaptation of the individual to the social environment begins from birth. The closest environment is her parents, family, with whom she establishes relationships, establishes contacts, perceives the world around her, gets acquainted with traditions, Christian and national holidays, as a result of that she forms her own vision of the world. Afterwards, in the life of a child, social institutions and factors of education are important. This is primarily an institution of preschool education, which in the early stages of life occupies a special role in forming the model of behavior of a preschooler, establishing interpersonal relationships, instilling a system of values.

The content of the activities of the preschool educational institution should be aimed at solving urgent problems, in particular, preparing the child for life, the ability to find himself in a social environment, feel comfortable in the community, gain experience in various relationships, master cultural values, adapt to normalized life among people.

The effectiveness of the implementation of defined tasks of social development of preschoolers is largely determined by the establishment of interaction between the institution of preschool education and the families of pupils. Only the close relations of the preschool education institution based on cooperation with the family provides the conditions for the full process of socialization of the preschooler child.

A number of publications by Ukrainian scientists are devoted to this problem (Karnaukh, 2008, Kravchenko, 2006, Melnyk, 2010, Tarabasova, 2015), which partially cover these issues.

So, the choice of the topic of our scientific research determined, first of all, the relevance of the problem, its theoretical and practical significance for the implementation of social needs and, above all, the needs of the family and the child.

Its purpose is to substantiate the psychological and pedagogical conditions for the socialization of the personality of a child of senior preschool age in the process of interaction between the family and the institution of preschool education.

To achieve this goal, a number of theoretical and empirical methods were used: theoretical: analysis, systematization, and generalization of theoretical data presented in the psychological and pedagogical literature; empirical: a survey of educators using the method of T. Repina (2004), sociometric study "Birthday", observation of children's behavior in joint activities and games.

Theoretical basis of the study

During the first six to seven years of life, the baby, with the help of adults, masters the science and art of integration into society. This process is called social adaptation and is associated with the formation of the child's self-awareness, his mastery of role-playing behavior, mastering self-service skills, elementary forms of self-control and self-regulation. The social environment is quite diverse, complex, multicomponent. For a child of preschool age, this is a family, a preschool educational institution, the media, and the environment.

R. Pavelkiv defines the social environment as a unity of components: macro-, meso-, microenvironment. The macroenvironment is a society as a certain socio-political, socio-economic and ideological system. Mesoenvironment – national, cultural, social features of the region. The microenvironment is "the immediate environment of a child's life: family, neighbors, peer groups, cultural, educational institutions. At different periods of childhood, these components of the social environment have a significant impact on the social development of the child" (Pavelkiv, 2008).

To gain social experience, the child must learn to live by observing and using the facts of daily life (actions, events), navigate in social space, master

new social roles, values, ways, etc. The content of the social development of a child of preschool age unfolds in three areas – activity, communication, self-awareness.

Socialization of the individual coincides with the stages of development of the individual. Each stage (birth, early age, preschool age, school childhood, adolescence, adolescence, maturity, old age) is characterized by its inherent type of activity. For preschool age – a game, for school and mature – educational activity. All periods are characterized by the establishment of relations with social institutions. Each individual in one way or another enters into family, industrial, ethnic and professional relations.

Scientists identify a number of semantic dominants in the social development of personality: "1) homonymy – joining of an individual to a genus; 2) social adaptation – standardization of language, gestures, perception, moral and psychological stereotypes, formation of a social character, assimilation of common values, meanings, symbols; 3) inculturation – assimilation of classical cultural heritage, enrichment of the spiritual world of the individual; 4) integration of personality – development of a specific hierarchy of motives, values, interests, the formation of a sense of personal identity, correspondence between different processes and states; 5) internationalization of social experience, assimilation of experience and its mechanisms, adaptation; 6) social construction – the activity of the individual in various social spheres, which is manifested in attachment to certain values, the choice of roles, the methods of conflict resolution used, the choice of methods of self-presentation" (Melnyk, 2010).

We can single out external and internal factors of social development of the individual. External factors are quite diverse. These are family, preschool educational institution, centers and houses of children's creativity, children's team, family environment. The child learns life experience and the first lessons of morality in the family. Given this, modern parents should implement the pedagogy of cooperation in the family, a person-centered approach, build interaction on the principles of respect for each adult and child, respect their dignity, and tolerate everyone. In the family, the child must have emotional and physical security. Depending on the age of the child, external factors have different influences on its formation. At each stage, each of them plays a paramount role. In general, external factors determine the content and directions of personality formation.

Internal factors take into account the individuality of the child, contribute to the establishment of relations with the environment, the world, etc. A preschool child seeks to know the world around him, wants to learn everything about the things that surround him, he has ideas about himself. This, in turn, contributes to the formation of the desire to learn, provides conditions for moral awareness, the formation of social competence.

The level of social development of a child directly depends on his age and individual characteristics. Being in contact with adults and children, the child forms different types of interpersonal interaction in different social environments. So, in the family (family), she establishes relationships with parents, grandfathers, grandmothers, brothers, sisters. For her, they are the closest, with them she learns the world around her, "tries on" herself to society. This helps the child to learn the moral norms, norms of human relationships. L. Karnaukh notes that "social experience, which is transmitted in the family, gradually becomes an integral part of the personality. With this approach, socialization can be considered as a process and result of the assimilation and subsequent reproduction by an individual of social experience in a social environment" (Karnaukh, 2008).

According to T. Kravchenko, the family can both contribute to and restrain the process of social development of the child. If the family surrounding the child is immoral, then the personality does not develop in a socially positive direction. The low moral level of the family creates significant obstacles to the full social development of the child (Kravchenko, 2006).

The next institute of social development is a preschool educational institution, which the child begins to attend at the age of two or three years. The admission of a child to a preschool educational institution requires adaptation to the environment, the children's team, the development of norms of life in the group. As L. Karnaukh notes, under the influence of a preschool educational institution, "a child develops a conscious attitude towards himself as an independent person, equal to other people, the formation of a positive image of the "I", the formation of a sense of dignity and self-importance among other people takes place. A preschooler forms an adequate self-esteem, preserving his "personal space". Behavior is realized taking into account the possible reactions of other people, the ability to adapt to life in new social conditions and also the ability to withstand the negative influences of society, to stop correctly unpleasant communication " (Karnaukh, 2008).

As L. Tarabasova notes, the structure of the socialization process coincides with the age periodization of the development of the individual: birth, age of the infant, early childhood, preschool age, primary school age, adolescence, adolescence, maturity, old age. Each of them has "its own leading way of socialization, which finds its expression in the leading types of activities – playing, learning, entering the system of family, group, professional, ethnic, industrial and other relations" (Tarabasova, 2015). Each of them has already pre-drawn up peculiar relations between the preschooler and social reality. According to L. Vygotsky, such relations are a "social situation of development", which is characterized by taking into account the age group and the individual characteristics of the child, specific changes, forms that create

opportunities for the development and acquisition of social experience (Vygotsky, 2006).

The teacher must find out first of all the initial social situation of development for each period, the state of relations between the preschooler and the classmates, familiarize with the unknown things of a child of one age or another.

The development of the child, the new things that he acquires over a certain period, cause a chain of transformations that usually form personality traits moving from one stage to another. And such a process is cyclical: new things, structure of consciousness, changes, restructuring of being and vice versa. The success of this process is largely determined by the establishment of interaction between the institution of preschool education and the families of pupils regarding the implementation of the tasks of social development of children. Therefore, we set ourselves the goal of justifying the psychological and pedagogical conditions of this interaction.

Methodology and research results

Taking into account the purpose and tasks of the research, we conducted an experimental study of levels of socialization of children of senior preschool age on the basis of three institutions of preschool education in Drohobych, Lviv region (№ 11 "Svitlyachok", № 13 "Kazka", № 24 "Smerichka"). The experiment involved 150 children of senior preschool age. 75 children were included in the experimental group (EG), and 75 – in the control group (CG). The experimental study took place during October-December 2021.

At the preparatory stage, a system of criteria and indicators was selected to determine the levels of socialization of children of senior preschool age:

– *emotional and value criterion (indicators: predominance of positive mood, the presence of readiness to solve problem situations, adequate self-esteem; attitude to positive perception, awareness of one's place in society; possession of socially accepted ways of expressing emotions);*

– *socio-cognitive criterion (indicators: the ability to use the acquired knowledge about "approved", "acceptable", and "unacceptable" forms of behavior; the ability to analyze and solve problem problems; the development of imagination and thinking, the presence of elementary knowledge about oneself);*

– *communicative criterion (indicators: ability to communicate adequately, apply speech clichés in communication; ability to establish conflict-free relationships, control your emotions and mood; ability to use apt figurative expressions).*

According to the defined criteria and indicators, we developed a diagnostic program for the study of older preschoolers, which provided for the use of such methods – a survey of educators using the T method. Repina, sociometric study

"Birthday", observation of children's behavior in joint activities and games. As a result, the peculiarities of socialization of older preschoolers were revealed, which manifested themselves in the presence of ideas about "approved", "acceptable", and "unacceptable" forms of behavior, the ability to build relationships with people around them, attitude to society and themselves, in the attitude of children to problem situations, readiness for their optimal solution.

The generalization of all criteria and their indicators according to the algorithm described above gave grounds to determine the levels of socialization of older preschoolers of the experimental (EG) and control (CG) groups, which are included in the table 1.

A balanced approach to qualitative data analysis, interpretation of life and experimental facts, the use of mathematical methods for processing the information received gave us the opportunity to assert that a significant number of children of both (experimental and control) groups do not know how to establish and maintain positive relationships with others. Their contacts are characterized by short duration and instability. The desire for joint games (this is a natural social need) has not yet been properly developed. The reasons for this, in our opinion, are – insufficient desire of educators and parents to delve into the essence of conflicts between children, unwillingness to find out their causes. Moreover, adults do not pay much attention to the development of personal sympathies between children, do not teach them the rules of interaction; do not always use the educational opportunities of children's play activities.

In view of this, the next stage of the experiment provided for the organization of joint work of the preschool education institution and the family, assistance to parents in organizing communication and joint activities with the child, consolidation of their pedagogical position.

The educational work of the preschool educational institution and the family on the socialization of children of senior preschool age at this stage was aimed at: creating a favorable psychological atmosphere in the group and at home; establishing friendly emotional communication between children and people around them; fostering the ability to treat the child favorably so that he/she feels love, care and security; directing children to joint activities, cultivating partnership; creating situations to identify the capabilities and abilities of the child; providing a variety of activities; providing a variety of activities; and providing a variety of activities.

Table 1 Indicators of socialization of older preschool children according to the results of the ascertainment stage of the experiment (made by the authors)

Criteria	Indicators	Level	EG, %	CG, %
<i>Emotional value</i>	positive attitude, readiness to solve problem situations, adequate self-esteem	high	6,7	10
		sufficient	23,3	24,8
		medium	60	50
low		10	15,2	
	positive perception, awareness of the place in society	high	5,4	6,7
		sufficient	18	21,2
		medium	53,3	53,3
low		23,3	18,8	
	possession of socially accepted ways of expressing emotions	high	4	5,4
		sufficient	21,2	24,8
		medium	50	50
low		24,8	19,8	
<i>Socio-cognitive</i>	use of acquired knowledge about "approved", "acceptable", and "unacceptable" behaviors	high	4	6,7
		sufficient	6,7	4
		medium	50	50
low		39,3	39,3	
	analysis of situations and solving problem problems	high	4	5,4
		sufficient	10	11,8
		medium	53,3	50
low		32,7	32,8	
	levels of development of imagination and thinking, elementary knowledge about oneself	high	6,7	5,4
		sufficient	11,8	24,8
		medium	56,7	50
low		24,8	19,8	
<i>Communicative</i>	adequate ways of communication, the use of speech clichés	high	5,4	5,4
		sufficient	8,6	10
		medium	53,3	50
low		32,7	34,6	
	conflict-free relationships, control of emotions and mood	high	–	–
		sufficient	6,7	5,4
		medium	60	60
low		33,3	34,6	
	the ability to use apt figurative expressions	high	–	–
		sufficient	20	20
		medium	56,7	56,7
low		23,3	23,3	

We have developed and conducted consultations for parents on the following topics: "How to arrange a family holiday", "Working together", "My child's favorite games", "Playing together", "Family leisure"; environmental holidays "Let's plant a tree together", "Let's save the Earth together".

In the process of organizing the work, we used such techniques as: organization of positive communication between parents, educators and children; active listening to parents, trying to understand their problems, to help make a balanced pedagogical decision; involving parents in joint activities with children and pedagogical staff of preschool education; encouraging parents to objectively assess the progress of their children, forecasting the prospects of their development; establishing friendly, optimistic, hospitable relations with parents.

The next stage of the study – the control one was aimed at clarifying the qualitative and quantitative changes that have occurred. Thus, we were able to synthesize information about the following indicators of socialization of preschool children: the advantage of a positive attitude, readiness to solve problem situations, adequate self-esteem, positive perception of oneself and others, awareness of one's place in society, the ability to understand one's own emotions and adequately respond to the emotional manifestations of the people around them; familiarity with social norms, laws of society, the presence of elementary knowledge about oneself, the ability to analyze situations and multivariate solution of problems; the formation of children's skills to choose adequate ways of communicating with peers and adults, mastering ways to build conflict-free relationships, to show their individuality in speech communication. It is their complex that forms the minimum mandatory basis for the formation of a socially aware person.

In the control experiment, 75 older preschoolers of the experimental group participated, who were involved in three stages of the formation of socialization within the children's subculture, and older preschoolers of the control group, in which the educational process took place in the usual way.

In order to obtain the necessary data regarding the clarification of the levels of socialization of older preschool children, we used the criteria and diagnostic methodology that we developed during the ascertainment stage.

The 1st line of work was subordinated to the establishment of the effectiveness of educational work aimed at the formation of socially acceptable behavior. We envisioned modeling experimental situations and tasks similar to those used at the ascertainment stage.

The II direction was aimed at clarifying qualitative and quantitative changes in the knowledge and skills of benevolent behavior of children in the team. For this purpose, an individual conversation with children was organized, classes that made it possible to obtain information about children's self-awareness, and a situation was modeled that placed demands on the ability of preschoolers

under the pressure of disorienting influences to show knowledge of basic emotions and the ability to show a positive attitude in practice.

Table 2 Indicators of socialization children of senior preschool age according to the results of the control stage of the experiment (made by the authors)

Criteria	Indicators	Level	EG, %	CG, %
<i>Emotional value</i>	positive attitude, readiness to solve problem situations, adequate self-esteem	high	21,2	15,2
		sufficient	50	24,8
		medium	22,1	50
		low	6,7	10
	positive perception, awareness of the place in society	high	23,3	6,7
		sufficient	53,3	24,8
		medium	18	53,3
	possession of socially accepted ways of expressing emotions	low	5,4	15,2
		high	21,2	6,7
sufficient		50	24,8	
medium		24,8	50	
<i>Socio-cognitive</i>	use of acquired knowledge about "approved", "acceptable", and "unacceptable" behaviors	low	4	18,5
		high	21,8	6,7
		sufficient	47,3	15,2
		medium	24,2	47,3
	analysis of situations and solving problem problems	low	6,7	30,8
		high	24,8	6,7
		sufficient	32,7	11,8
	levels of development of imagination and thinking, elementary knowledge about oneself	medium	19,8	48,7
		low	22,7	32,8
		high	24,8	8,6
		sufficient	47,3	24,8
	<i>Communicative</i>	adequate ways of communication, the use of speech clichés	medium	21,2
low			6,7	32,8
sufficient			34,6	11,8
conflict-free relationships, control of emotions and mood		medium	37,5	48,7
		low	6,7	26,1
		high	24,8	5,4
the ability to use apt figurative expressions		sufficient	32,7	15,2
		medium	35,8	53,3
		low	6,7	26,1
	high	21,2	4	
	sufficient	34,6	21,2	
	medium	32,4	50	
	low	11,8	24,8	
	high	21,2	4	

Thus, in the control experiment, the verbal and practical reactions of older preschoolers were observed, which together allowed us to come to a conclusion about changes in the nature of their value attitude towards peers, parents and themselves; the ability to understand one's actions and the actions of others, to be understanding and humane, to learn the concept that there are no bad people, but there are bad actions. The generalized results of the control stage of the experiment are presented in Table 2.

The analysis of the results obtained at the control stage of the experiment proves the effectiveness of our work with the children of the experimental group at the formative stage. In particular, individual components of the children's subculture were meaningfully enriched in them, which was manifested in the increase in the amount of knowledge about society, the expansion of the experience of building relationships among peers, the diversification of game themes, the expression of speech in forms of folklore, phraseology. Also, the children of the experimental group significantly increased their ability to understand their own emotions and the emotions of other people, to distinguish between good and evil, to be able to feel good and bad, to evaluate the actions of others from a position of tolerance.

As for the relations of the children of the experimental group with their parents, after the joint activities we conducted, we noticed that the parents began to listen to their children, tried not to criticize their point of view, and showed them respect. Accordingly, the children's behavior also changed: aggression disappeared in many, shy dates began to take part in the game, children began to trust their parents more, express pleasure from communicating with them.

Conclusions

Summarizing the theoretical and applied aspects of the problem we are investigating, we can state that the institution of preschool education together with the family has a special task – to provide social and pedagogical support of the preschool child's personality. In the course of the experimental study, we have identified the psychological and pedagogical conditions of interaction between these two institutions to address the issues of social development of children of senior preschool age: providing a developmental environment for the personal growth of the child in social and family relationships; formation of social and communication skills, instilling basic social communication skills (the ability to listen to a friend, support, discuss a topic together, give self-esteem of their own activities and actions); creating an atmosphere of joy from joint activities, the emergence of feelings of sympathy for each other on this basis, development of friendly competition.

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