Socio-Pedagogical Support of Child's Personality Socialization at the Stage of Preschool Childhood Social Formation

Inna P. Rohalska-Yablonska[1,#,*], Nataliia I. Melnyk[2,#], Sofiia O. Dovbnia[3,#], Tetiana A. Lisovska[1,#] and Nelia A. Perkhailo[4,#]

[1]*Mykolaiv V.O. Sukhomlynskyi National University, Mykolaiv, Ukraine*

[2]*National Aviation University, Kyiv, Ukraine*

[3]*National Pedagogical Dragomanov University, Kyiv, Ukraine*

[4]*Pereiaslav-Khmelnytsky Hryhoriy Skovoroda State Pedagogical University, Pereiaslav-Khmelnytsky, Ukraine*

Abstract: *Objective*: This paper is directed at development and experimentally test the effectiveness of the system of socio-pedagogical support of socialization of the individual; determining the pedagogical conditions for ensuring the harmonious socialization of children in preschool education. The basis of the analysis of the project of social and pedagogical support of the child's socialization is its humanitarian direction.

Background: The relevance of the study is the creation and development of a system of socio-pedagogical support of personality socialization in preschool childhood was confirmed.

Method: The implementation of certain tasks was carried out using a set of research methods: the theoretical method, which allows a systematic analysis of philosophical, psychological, sociological, cultural, and pedagogical scientific and methodological literature on socialization, education, and personal development; the empirical methods (observation, interviews, surveys, questionnaires, testing, the study of documentation), which allow to comprehensively consider the specifics of pedagogical activities of teachers to implement the socialization process and levels of socialization of children.

Results: The results of the experimental test of the system of social and pedagogical support of personality socialization in preschool childhood developed by us proved its effectiveness, which confirms the quantitative and qualitative changes in the levels of socialization of preschool children.

Conclusion: The paper established the state of awareness of preschool teachers with the processes of socialization of the child in preschool childhood; criteria, indicators, and levels of personality socialization in preschool childhood; the pedagogical conditions for the effective course of the process of socialization of children in preschool educational institutions.

Keywords: Process of socialization, socialization of children, preschool childhood, socio-pedagogical support, child's personality, pedagogical process.

INTRODUCTION

For modern renewed Ukraine, the process of involving the younger generation in the system of social relations and activities is very difficult because it takes place in conditions of socio-cultural changes, which are characterized by a fairly high degree of uncertainty. The objectivity of changes in modern society, complex social situation, contradictory nature of transformations that are not always positive from the standpoint of spiritual, moral, and ideological orientation, changing the significance and expansion of methods of socialization of educational institutions, increasing the subjectivity of modern preschoolers – all this determines the semantic range of questions be answered by the "pedagogy of socialization", to which,

according to N. Lavrychenko [1], "obviously begins to transform the pedagogy of education and upbringing", which forms a modern socio-educational space of preschool children. As N. Gavrish [2] notes, this space "not only radically changes the forms, methods of teaching, the realities of the relationship of the subjects of the educational process, it requires a fundamental update of the essence of the most important concepts and categories of a pedagogical science, united in the concept of education".

Today's concept of education is associated with the process and result of the coverage, disclosure in the personality of each person's most secret essence, the formation of the image of himself. Modern preschool education involves a fundamentally different methodology of the educational process, focused on other values, a different understanding of the role of personality in learning, which should become not just a subject of education at certain levels of education, but a subject of life [2]. Leading Ukrainian scientists in the

*Address correspondence to this author at the Department of Social Work, Mykolaiv V.O. Sukhomlynskyi National University, Mykolaiv, Ukraine; Tel: +380512378815; E-mail: prof.melnyk@uohk.com.cn

#These authors are equally contributed.

field of preschool childhood believe that the condition for the implementation of such education is the knowledge and development of the achievements of human culture [2, 3]. From this, it is clear that the trends in preschool education development are determined by world heritage in preschool education, which affirms and enhances the status of childhood around the world.

The international trend of raising the status of childhood has affected the trends in the development of preschool education both in foreign countries and in Ukraine. Since the end of the twentieth century, European scholars have affirmed the status of childhood as an important, unique stage in the formation of personality [4]. The strengthening of the status of childhood and preschool education in society is evidenced by the emergence of international documents on child protection, increasing attention to children's subculture, children's creativity [2, 3]. The main provisions on childhood are outlined in international legal acts: "Education for All" [5], Convention on the Rights of the Child [6], Convention against Discrimination in Education [7], and others. All these international legal acts globalize modern preschool education around the world [8].

The primary postulates about the preschool childhood of UNESCO's program "Education for All" is concerned that Early childhood education has vast potential for human development and is vital to achieving Education for All. As learning begins at birth and continues throughout life, UNESCO aims to help countries expand access to early childhood education, improve its quality, and ensure equity at this vital stage [5]. According to UNESCO's approach, Early Childhood Care and Education (ECCE) provides an important foundation for later learning and is an integral part of lifelong learning. In keeping with "Education for All" (EFA) orientations, governments and education providers need to ensure smooth transitions from ECCE to primary school so that the gains made in the former will be firmly sustained in the latter [9].

Another direction of the preschool's childhood status assertion of UNESCO is emphasizing that education is humanity's best hope and most effective means in the quest to achieve sustainable development. Five years later, it was brought to the attention of the world leaders at the Johannesburg World Summit on Sustainable Development, paving the way to the establishment of the United Nations Decade for Education for Sustainable Development (2005-

2014). UNESCO was designated as the lead agency for implementing the Decade. The publication argues that as early childhood education is about laying a sound intellectual, psychological, emotional, social, and physical foundation, it has an enormous potential in fostering values, attitudes, and skills that support sustainable development [10]. After the international workshop, "The Role of Early Childhood Education for a Sustainable Society", held in Gteborg, Sweden, in May 2007, the Early childhood education was recognized not only as of the first stage of education where the foundation for lifelong learning and development, but a great contribution to building a sustainable society [10].

Scientists around the world – psychologists, physiologists, educators have proven that preschool is the "golden age" in human development [4]. According to the newest aims of non-profit organizations' activity, the time to begin preparing children for future challenges and demands is when children are young. Children in the early years are curious and excited learners. It is the responsibility of parents, educators, policymakers, and administrators to create learning experiences and environments that tap into that natural curiosity and excitement. This includes not only supporting emerging skills in reading, math, science, and social studies, but also, most importantly, the 21st-century skills of critical thinking, collaboration, communication, creativity, technology literacy, and social-emotional development [11, 12]. The other discussions are concerned to that the political, economic, social, equity, and historical factors are influencing on the status of kindergarten education and thus demands the appropriate early childhood teacher education as well as the introduction of diverse programs, resources, and opportunities for excellent long-term outcomes demonstrated by children from economically advantaged Early childhood education [13]. Here we've come out to one of the most important points of preschool education that is the support of children in their socialization process, where values, cooperation, and positive experience of communication are of high importance [14].

Distinguishing the term "socialization", sociologists stress on the ways in which the individuals learn to fit into society [15]. But, in recent years, there has been a tendency to refine or even remove the term "socialization" from sociology as it has an individualistic and forward-looking connotation that is inescapable [16-19]. Instead, these authors offer interpretive-reproductive theories that present new sociology of

children and childhood where children's own culture is the focus of research. In our investigation, it's important to point out several the most approaches to the understanding of the notion "child socialization" and "socialization in preschool childhood" [20]. Social pedagogy considers socialization as a process of consistent entry of an individual into the social environment, accompanied by the assimilation and reproduction of cultural culture, due to human interaction with spontaneous and purposefully created conditions of his life at all ages [21]. From the standpoint of social pedagogy in the socialization process, two aspects are quite autonomous: semantic (determined by "what" qualitative features are formed in the process of socialization) and functional (determined by "how" and under the influence of which mechanisms this formation takes place).

A. Inkeles [22] argues that socialization is a functional requirement of society and that most of the requisites (the various roles that an individual achieves; cognitive orientations and beliefs) depend on the adequacy (correctness) of socialization. Functional theories of socialization of children in preschool childhood are often criticized for being too focused on the results of socialization, correlated deterministic view of society, and underestimation of social actors. J. Qvortrup [18, 23] proposes the structural (macro) perspective of childhood. His approach is based on three central assumptions: childhood constitutes a particular structural form; childhood is exposed to the same societal forces as adulthood; children themselves are co-constructors of childhood and society. From the point of content, the socialization concerns the activity, communication with different representatives of gender, age, class, nationality, ect., cognition process, which are connected with the learning and sharing of culture, styles of behavior, and mechanism of transformation of information and knowledge. This process W.A. Corsaro [16] proposes to indicate an interpretive reproduction, where "interpretive" captures innovative and creative aspects of children's participation in society. Thus, the semantic aspects are revealed in activity, communication, and self-awareness. And the functional aspect of socialization is characterized at a certain age by the institutions and mechanisms of socialization.

All the mentioned above demonstrate that a significant gap in the general issue of socialization of preschool children in the Ukrainian preschool education dimension is a lack of researchers that are dedicated to the preschool childhood period of socialization. Socialization of preschool childhood is interpreted by

scientists as a "period of the actual primary formation of personality" [24] when the image of the social world is constructing, and social activity develops as a factor of world knowledge. It's important to define that in the context of recent years transforming the educational process in different educational establishments that are provoked by COVID-19, the preschool children's socialization process has become more complicated and radically opposite to that we have before. Thus, it is imperative to explain the socio-pedagogical support for the socialization of the child's personality at the stage of the social formation of preschool childhood to both preschool teachers and parents who are the first teachers for their child and who will be such until the end of the COVID pandemic.

Lack of sufficiently complete, based on theoretical analysis and practical experience of socio-pedagogical support of personality socialization in preschool childhood, the socio-pedagogical significance of the problem, the objective need to study this problem, and gave grounds for choosing a research topic. The object of the study was the process of personality socialization in preschool childhood. The subject of the research overlaps the methodological aspects of providing social and pedagogical support for the socialization of the personality of a child with psychological disabilities at the stage of his social development in preschool childhood. The purpose of the study was to develop and experimentally test the effectiveness of the system of socio-pedagogical support of socialization of the individual; determining the pedagogical conditions for ensuring the harmonious socialization of children in preschool education.

The general hypothesis of the study was that the socialization of the individual in preschool acquires pedagogical balance if it is based on a holistic view of the child as an object and subject of socialization. Due to the peculiarities and specifics of the socialization process in preschool and provided with socio-pedagogical support aimed at actualizing the social potential of the child. In accordance with the purpose, the concept of the study, and the hypothesis, the following tasks were defined: to determine the state of awareness of preschool teachers with the processes of socialization of the child with intellectual disabilities in preschool childhood; develop criteria, indicators and characterize the levels of personality socialization in preschool childhood; to test the experimental system of support of socialization of the person in the preschool childhood in the conditions of a preschool educational institution. Based on this, identify the pedagogical

conditions for ensuring the harmonious socialization of children with mental disorders in preschool education.

MATERIALS AND METHODS

The implementation of certain tasks was carried out using a set of research methods:

a)   Theoretical methods allowed a systematic analysis of philosophical, psychological, sociological, cultural, and pedagogical scientific and methodological literature on socialization, education, and personal development, which provided a rationale for general theoretical and methodological issues research. Based on the system-analytical method, the generalization of research and works of domestic and foreign teachers concerning the social formation of the person in preschool childhood is carried out. Logical analysis of scientific sources in philosophy, sociology, psychology, culturology, social and preschool pedagogy allows us to develop the concept of socialization of personality in preschool childhood and identify basic concepts related to socio-pedagogical support of socialization personality in preschool educational institutions. Modeling methods were used to develop an experimental model of support for personality socialization in preschool childhood, the author's program, and the design of technology for its implementation.

b)   Empirical: diagnostic (observation, interviews, surveys, questionnaires, testing, study of documentation). At the search and ascertaining stages have studied the specifics of pedagogical activities of teachers to implement the socialization process and levels of socialization of children, observation of the pedagogical process was during the formative stage of the experiment. At the stage of generalization of the obtained results, we used quantitative and qualitative analyzes, methods of mathematical statistics. In solving the problems of dissertation research, the leading role was given to the pedagogical experiment (search, ascertainment, formative, control stages), which allowed to actively model the conditions of the selected phenomenon and test the assumptions formulated in the hypothesis. The methods used complemented each other and provided the possibility of comprehensive knowledge of the subject.

The study was conducted during 2015-2020 and covered three stages of scientific and pedagogical research. At the first stage of research (analytical and ascertaining) (2015-2016), the state of development of the research problem in its theoretical and applied aspects was studied, theoretical positions were defined, the working hypothesis of the research, initial principles and methods of research were formulated, the ascertaining experiment was carried out. At the second stage of research (exploratory-experimental) (2016-2018), the experimental-experimental check of the put forward hypothesis was carried out. During this stage, the system of social and pedagogical support of socialization of the person was tested, intermediate results were analyzed, the content of acquaintance technology children with a social environment was corrected.

At the third stage of research (theoretical and generalizing) (2018-2020), the systematization, interpretation, and generalization of the results of research and experimental work were carried out. The study covered 680 preschool children with mental disorders, 165 educators, 80 Methodists, and 14 heads of preschool institutions, 61 social educators, 150 parents of preschool children. Research and experimental work were carried out in preschool educational institutions No. 28 "Golden Key", No. 31 "Cheburashka" of Uman city; No. 50, No. 78 of Cherkasy city; "Dzvinochok" school of Kryvets village of Kyiv region; preschool educational institutions of Zhashkiv district of Kyiv region; NVK "Nadiya" Secondary school No. 275 of the city of Odesa; No. 10 "Asterisk" of the city of Kotovsk of Odesa region; No. 12 "Ship" of Mykolayiv region.

RESULTS

At the first stage of the search experiment, which is implemented as a relatively socially controlled part education in preschool educational institutions, the following areas were outlined: to conduct a survey of educators, parents of middle and senior groups of preschool educational institutions, as well as methodologists, principals and social educators and to study the specifics of pedagogical activities of preschool teachers and social educators in the socialization process and to study the style of interaction with preschool children. As a result of the survey of preschool teachers of preschool educational institutions of Uman and Cherkasy region (the survey covered 320 respondents: 165 educators, 80 methodologists and 14 heads of preschool institutions,

61 social pedagogues (sample questionnaires are given in Annex A)) the following data were obtained. 55% of respondents are convinced that preschool's leading task is the education of the child's personality, 28% – socialization and development of the child's personality, 16% the need to give children knowledge, skills, abilities. Analysis of data collected during the survey showed that educators define concepts "socialization", "social experience", "individualization", "social situation of child development", "social competence" caused significant difficulties. Thus, 32% of respondents refrained from answering when defining the concept of "socialization", "social experience" – 18%, "Social situation of child development" – 36%, "individualization" – 13%. The concept of "children's subculture" turned out to be unknown to 37% of the surveyed teachers.

Most preschool workers do not have a clear understanding of the interpretation of these concepts, so they gave incomplete, incorrect, or inaccurate answers, gave some ideas and their views. Inaccurate or incorrect definitions of the term "socialization" were found in 47% of the questionnaires. For the most part, incomplete answers were provided by respondents in the definitions of "social experience". Thus, "social experience – the experience that a child acquires in everyday life" is defined in 23% of questionnaires. The mentioned concept is inaccurately and incompletely defined in 18% of respondents, for example: "social experience – the ability to behave in society; acquisition of social skills by the child; human experience; ability to behave in a team; knowledge of the culture of the people; ability to behave in society; knowledge of the rules of being in society; the experience that children should have in the world around them".

Defining the concept of "social situation of development", which caused difficulties for 36% of respondents, showed its misunderstanding. Thus, the following answers were mostly found: "social situation of development – a situation that is created for a child to look for a way out; the conditions in which the child is brought up; certain conditions of children's development; development in accordance with environmental conditions; raising a child in society". The definition of "individualization" was also difficult. Wrong, incomplete, and inaccurate answers were given by 13% of respondents, for example: "individualization is an approach to each child, a manifestation of the child's individuality; an individual approach to each child; an individual approach to education and

upbringing of children; development of the child as a person; the personal attitude of the child to the environment; individual qualities, the character of the child".

The largest number of erroneous and inaccurate answers was obtained in the definitions of "social competence" (52%). We also recorded correct, comprehensive answers to the definition of "socialization" (in 18% of questionnaires). Let us illustrate with examples: "socialization – the process of involving a child in social reality, as a result of which he gains experience of communication and activity in society; the process of entering the social environment, which involves learning a language, norms, and rules of conduct, moral values, everything that includes the culture of society; the process and result of assimilation and active reproduction by a person of social experience carried out in communication and activity; the process of inclusion of a person in social relations through the accumulation of social experience".

The concept of "social experience" is fully and correctly defined by 23% of respondents, for example: "social experience – a person's knowledge of social reality; based on practical impressions of human knowledge of the social environment". Among the respondents who adequately defined the concept of "social situation of child development", we recorded 15%: "social situation of child development – a system of relations between the child and the social environment, specific and unique for each age group; unique, age-specific relationships between the child and the social environment, which determine the child's place in the system of social relations and social requirements for it; a specific system of relations between the child and the social environment, which determines the peculiarities of the child's understanding of his social position".

We received the least number of complete, comprehensive answers from respondents in defining the concepts of "individualization" and "social competence". The correct definitions of the concept of "individualization" were given by 13% of respondents; the concept of "social competence" was defined by 11% of surveyed preschool teachers. Thus, the answers of educators-practitioners do not allow us to testify that they have a proper awareness of understanding the process of socialization of the individual. To the question of the questionnaire, "Could you independently determine the level of social competence of the child and the peculiarities of his

social situation of development? What is needed for this?" only 26% of educators gave a positive answer. 84% of respondents said that they have significant difficulties in self-study of levels of social competence of preschoolers due to lack of available psychological and pedagogical knowledge and skills, a large number of children in groups, as well as a small number of available diagnostic techniques.

Thus, at the first stage of the search experiment, the relevance of creating and developing a system of socio-pedagogical support of personality socialization in preschool childhood with psychological disabilities was confirmed. The obtained results convincingly prove that there are no clear ideas about the personality socialization in preschool childhood of teachers of preschool educational institutions, the insufficient ability of educators to study the social development of the child independently, and features of its social situation at the stage of preschool childhood. On the one hand, preschool teachers' need for knowledge about modern problems of socialization of preschoolers and the specifics of its course at the stage of preschool childhood, and on the other hand, the lack of relevant knowledge about the adaptation process of newly arrived children. The practical implementation of the social aspects of child development overcomes significant difficulties. They are related to the design of the process of social adaptation of children with intellectual disabilities by the special education teacher and its implementation in the practical activities of the preschool institution; with the establishment of cooperation of children, and ways of its development in the pedagogical process, with the lack of work of educators with the families of pupils, when the potential of the micro-society is not used to some extent.

Criteria of Levels and Indicators of Personality Socialization in Preschool Childhood

The second stage of the study made it possible to distinguish the criteria of levels and indicators of personality socialization in preschool childhood. The analysis of scientific approaches to determining the criteria for assessing adaptation processes in our study served as a basis for the selection in the process of personality socialization in preschool childhood, the criterion of social adaptability, and indicators of its level of development.

The first criterion of personality socialization in preschool childhood is the social adaptability, which we define as the adaptive preparation of the child for adequate, painless adaptation to new social living conditions and the ability to actively participate in new social conditions. We believe that the child's adaptive preparation at the stage of preschool childhood largely determines the child's further functioning in a constantly changing life to find themselves in a new society that is constantly changing. Therefore, it is not a normal adaptation to change, but the child's active assimilation of new social realities, a sense of belonging to a new children's community, taking into account the differences between their desires and environmental requirements, learning appropriate rules. Indicators of children's social adaptation to new social living conditions are as follows:

the child's attitude to new social conditions,

features of the child's emotional state,

the dominance of guidelines for interaction with children.

Given the patterns of socio-personal development of the preschool child with mental disorders and compliance with the laws of logic (social adaptation – social activity – social competence), *the second criterion* for personality socialization in preschool childhood we have identified social activity, which is seen as readiness for social action in social relations, initiative, independence, the effectiveness of actions aimed at an active transformation of the social environment. Social activity determines the nature of the child's relationship with the social environment through the success of social actions and is revealed through the following indicators: there are manifestations of the initiative, there are manifestations of activity, there are manifestations of independence.

The third criterion of personality socialization in preschool childhood was defined as social competence, which allows the child to understand the different attitudes of adults and peers, choose a course of behavior appropriate to the social situation, restrain themselves, make requests, using socially acceptable ways. Social competence is manifested in the child's sensitivity to the assessment of their social activity, in the expansion of the circle of people important to her, in the awareness of peers as an important self-sufficient equal value. The main functions of social competence are social orientation, adaptation, integration of social and personal experience of the individual. Indicators of social competence are defined as:

social intelligence as the ability to solve social problems;

the system of value orientations of children;

formation of social norms of the child's behavior;

types of interaction and cooperation of children with psychological disabilities.

All the above criteria and indicators of personality socialization in preschool childhood not only reveal and characterize the complex process of socialization of the child with mental disorders, its features, patterns, mechanisms but also give grounds to form new positions that can contribute to the development of parenting strategies the child as a social being. Thus, in the process of socialization, the child actively gains experience of behavior in different life situations, adequate emotional response to what is happening, the socio-cultural experience of effective participation in interpersonal communication and joint activities with others, as well as relevant moral norms and rules to be followed in the environment. Therefore, all components of the socialization process are interconnected and interdependent. Social activity of the individual in preschool childhood is the individual psychological basis for the development of its social adaptability and social competence. Adaptive training and social competence, in turn, change the social activity of the child – it's content and dynamic characteristics. The level of social adaptation, social activity, and social competence together constitute the level of personality socialization in preschool childhood. We will determine the initial levels of personality socialization in preschool childhood in the following paragraph of this section.

The purpose of the next stage of the observational experiment was to determine the initial levels of personality socialization in preschool childhood. To this end, an experimental method for determining the levels of socialization of preschool children with psychological disabilities was developed on the basis of expert assessment of its leading criteria. In the process of constructing the methodology of the observational experiment, the following criteria for the socialization of individuals in preschool childhood were identified: social adaptability, social activity, social competence. Each of these criteria was revealed through a system of empirical indicators that reflect the degree of formation of individual components of socialization of preschool children. When selecting indicators for each criterion, we proceeded from the need to take into account such requirements as systematicity of the

indicator (interconnection of all structural components), availability of the indicator (possibility of preschool teachers), informativeness of the indicator (potential to answer a wide range of questions), reliability of the indicator (possibility of its qualitative interpretation and quantitative expression). Adequate diagnostic methods and specially developed tasks were selected for each criterion of socialization of the personality according to its indicators.

We describe each criterion and describe the proposed tasks. The criterion of social adaptability (SAd), to all indicators of which known methods were used, was disclosed through:

SA_1: the child's attitude to new social conditions.

SA_2: features of the child's emotional state – questionnaire by A. Shchetinina [25].

SA_3: dominance of guidelines for interaction with children – methodology of E. Smirnova and V. Kholmogorova [26].

The degree of formation by the criterion of social adaptability was assessed quantitatively by all indicators. The high degree of adaptive preparation of the child for new social conditions corresponded to the formed new social position, high emotional response to objects of the social world, steady interest in the new social community, to be in it as a necessary event in life, cheerful worldview, stable positive emotional state of the child with psychological disabilities, the dominance of guidelines for constructive interaction with children and adults, active communication with peers, expressed interest in everything new.

A sufficient degree of adaptive preparation of the child for new social conditions characterized the perception of the social world as attractive, situational desire to be in a new social community, unstable emotional state, high emotional vulnerability, calm behavior, preference for communication with adults, insecurity in interaction with children, situational desire for constructive interaction, active selective involvement in activities. The average degree of adaptive preparation of the child for new social conditions corresponded to a neutral attitude to the social world, an acute reaction to being in a new social community, emotionally unstable behavior, mood disorders and social behavior, inner anxiety, decreased social speech activity, situational interaction with children, physical response to stress in its various somatic forms.

The low degree of adaptive preparation of the child for new social conditions was manifested in a negative attitude to the social world, lack of new social position, poor adaptability to the new environment, manifestations of unsocial aggression, emotional inadequacy, propensity for destructive actions, disobedience, escapes from educational institutions. The average quantitative value of the stages of social adaptation was determined by the formula (Eq. 1):

$$SAd = \frac{SA_1 + SA_2 + SA_3}{3},$$ (1)

The second criterion of socialization of children with mental disorders in preschool childhood is a social activity, which is considered as readiness for joint actions in the field of social relations, aimed at an active transformation of the social environment, initiative, independence, effectiveness of actions. Social activity determines the nature of the child's relationship with the surrounding social world through the success of social actions and is revealed through the following indicators:

SAc_1: readiness for joint action in the field of social relations, which is manifested through the existing manifestations of initiative – A. Shchetinina's [25] card of manifestations.

SAc_2: the success of the child's social actions in relations to the environment due to the existing manifestations of activity – map of manifestations of A. Shchetinina [25].

SAc_3: the effectiveness of actions aimed at transforming the social environment, which is manifested through the existing manifestations of independence – map of manifestations of A. Shchetinina [25].

The average quantitative value of the severity of social activity was determined by the formula (Eq. 2):

$$SAc = \frac{SAc_1 + SAc_2 + SAc_3}{3},$$ (2)

The third criterion for the personality socialization in preschool childhood – the social competence of children, which allows them to choose a course of behavior appropriate to the social situation, was revealed through the following indicators:

SC_1: social intelligence as the ability to solve social problems in the proposed situations (subtest "Awareness" and the project method "Pictures") [26];

SC_2: system of value orientations of children (method "Value orientations", adapted for preschool children), the sphere of spiritual involvement of the child ("Spherogram");

SC_3: formation of social norms of the child's behavior – according to the results of observation by A. Shchetinina [25];

SC_4: types of interaction and cooperation of children (method "Labyrinth") [26].

A high degree of social competence corresponded to the presence of skills to solve social problems, which implies not only intellectual abilities but also the ability to put themselves in the place of other characters and the projection of their possible behavior in the proposed circumstances. A sufficient degree of social competence was characterized by the ability to solve social problems in the proposed circumstances with the help of adults or children, a limited range of interests and spiritual needs of the child, the manifestation of both positive and negative behaviors, situational and impulsive nature of interaction and cooperation. The average level of social competence included difficulties in solving social problems and designing their own possible behavior in the proposed circumstances, a narrow range of interests and spiritual needs of the child, superiority in the behavior of negative manifestations, rare cases of cooperation, lack of ability to coordinate, communicate and address others when combined into joint activities. Low levels of social competence were characterized by a lack of ability to solve social problems, lack of interest and rapid shift from one activity to another, inability and unwillingness to interact and engage with other children, and socially disapproved behaviors. The average quantitative value of the level of social competence was determined by the formula (Eq. 3):

$$SC = \frac{SC_1 + SC_2 + SC_3 + SC_4}{4},$$ (3)

This approach to the construction of diagnostic research methods allowed to identify the initial level of personality socialization in preschool childhood by each criterion and to determine the general integrative level of socialization of the individual, which was determined by the formula (Eq. 4):

$$I = \frac{Sad + SAc + SC}{3},$$ (4)

where I – integrative, the general level of personality socialization in preschool childhood; SAd – social

adaptability; *SAc* – social activity, *SC* – social competence. Thus, these criteria acted as signs of socialization of the individual and served as a starting point for identifying an integrative level of personality socialization in preschool childhood.

The Results of Diagnosis at the Ascertaining and Control Stages of the Experimental Study

The authors described four general levels of personality socialization in preschool childhood: high, sufficient, average, and low. The high (harmonious) level of personality socialization in preschool childhood was characterized by a new social position, a positive emotional response to the objects of the social world, a steady interest in the new social community, to be in it as a necessary event in life, stable positive emotional state, the dominance of guidelines for constructive interaction with children and adults, active communication with peers, expressed interest in everything new. Such children showed self-confidence, independence, activity, initiative, positive evaluation and perception of others, had ways of socio-cultural communication and prosocial behavior skills, were communicative, could solve social problems in the proposed situations, ability to establish cooperation and interaction in joint tasks.

A sufficient level of socialization of the individual in preschool was characterized by a well-formed new social position, situational desire to be in a new social community, unstable emotional state, high emotional vulnerability, preference for communication with adults, situational desire for constructive interaction. Such children are inherent active selective involvement in activities, lack of persistence and activity in the manifestations of the initiative, unstable manifestations of independence, limited range of interests and spiritual needs, ability to solve social problems in the proposed circumstances with the help of adults or children.

The average level of personality socialization in preschool childhood was manifested in the uncertainty of the new social position, distrust of the social world, a negative reaction to being in a new social community, emotionally unstable behavior, experiencing internal anxiety, reduced active speech. It was also manifested in the physical response to stress in its various somatic forms, in a persistent negative attitude towards contact with peers, in giving preference to adults in communication and interaction, inappropriate behavior in conflict situations, in the narrow range of interests.

The low level of personality socialization in preschool childhood is characterized by an unformed new social position, negative attitude to the social world, low adaptability to new environmental conditions, reliance on educational and pedagogical influences of the teacher, manifestations of unsocialized aggression, emotional inadequacy, lack of guidance for interaction with children. The children with a low level of personality socialization are an inherent propensity for destructive actions, disobedience, escape from educational institutions, lack of skills to solve social problems, lack of interests and rapid shift of attention from one activity to another, inability and unwillingness to interact and engage with other children. The results of the control experiment showed that the generalized quantitative results of socialization of personality in preschool childhood of the control and experimental groups are shown in Table **1**.

As can be seen from the table, a high and sufficient level of socialization in children 4-5 years with intellectual disabilities of control and experimental groups is not defined. Differences in the obtained results of integrated levels of socialization in groups of children 4-5 years were insignificant. Children 4-5 years of the control and experimental groups were mostly at a low level of socialization (68.1% – EG, 72.0% – control group – CG) and medium (31.9% – experimental groups – EG, 28.0% – CG). The children with a low level of development of adaptive capacity are an inherent acute negative reaction to being in a new social community, emotionally unstable behavior, mood disorders, inner anxiety, decreased social

Table 1:   Initial Levels of Personality Socialization in Preschool Childhood (%)

Levels	EG	CG Q1 preschoolers	CG Q2 senior preschoolers
High	-	-	-
Sufficient	-	-	18
Average	31.9	28.0	56.6
Low	68.1	72.0	25.3

speech activity, situational interaction with children, physical response to stress in its various somatic forms, stable negative attitude to contacts with peers, inappropriate behavior in conflict situations.

It can be argued that in the period of preschool childhood when the child enters the broad social world and is faced with the need to establish relationships with the world of other adults and peers, there is only the formation of skills of socialized behavior and communication. The studied children did not know how to establish contacts with peers, had no experience of constructive conflict resolution, did not have the skills of prosocial behavior. Although some children showed a sufficient level of development of social intelligence, they were unable to establish constructive cooperation and interaction with peers due to lack of relevant knowledge and skills, so the indicators of social competence, in general, were low.

During the adaptation-orientation stage, children formed the ability to adequately navigate in an accessible social environment, developed the adaptive potential of the individual in preschool childhood in the process of adaptation to the new social environment of preschool education. The special organization of the adaptation-orientation stage in the experimental groups of preschool institutions proved the need to implement a variable program of the gradual introduction of children into new social living conditions and its importance for the mental development and socio-personal characteristics of each child. The constructive-reflexive stage ensured the development of the activity, initiative, independence, readiness to independently solve problems related to communication and interaction with peers and adults. Also, it helped to the formation of emotional and value attitude to the social world, which enriched the potential of the socio-personal development of children.

The introduction of socialization in experimental groups has expanded and enriched the experience of constructive interaction with people around them, at the interpersonal level, and building social relationships through the development of communication methods. Knowledge of ways and norms of communication with the environment developed children's interest in the world, self-regulation, self-control of behavior, formed emotional response, desire to see peers' friends, and partners.

At the last socially-oriented stage, children with psychological disabilities expanded and enriched their understanding of the social environment and their place in it, increased the range of social institutions, and formed constructive interaction skills at the interpersonal level and culture. Due to the organization of multifunctional types of children's activities, children's associations were created, in which each child chose activities to his liking and, at the same time, was a partner for other children, which formed social needs and contributed to children's readiness to enter the world. These associations developed children through the knowledge of socio-cultural values and provided the leading socialization and individualization processes in preschool childhood, which ensured the formation of social competence of children with mental disorders.

The obtained results of the initial level of socialization differed significantly in the control group of 6-year-old children (CG Q2), among whom 17% showed a sufficient level of socialization; 57.3% of children were at the average level of socialization, and 23% – at its low level. In particular, the following features were revealed. Children with intellectual disorders who showed a sufficient level of socialization differed in the formation of all components of socialization in their unity and relationship. These children had a new social position, situationally sought to be in a new social community, preferred to communicate with adults, showed feelings of insecurity in interaction with children, selectively joined activities, had unstable manifestations of independence, limited interests, and spiritual needs, tried to address social problems in the proposed circumstances with the help of adults or children, showed both positive and negative forms of behavior, situational and impulsive-direct nature of interaction and cooperation.

Thus, the results of the observational experiment revealed low and medium levels of socialization in children 4-5 years of age of the control and experimental groups; 6-year-old preschool graduates (control group Q2) were also mostly at the average level of socialization. Quantitative data of the observational experiment confirmed that the shortcomings in the development of criteria for personality socialization in preschool childhood are not the basis for the final conclusion. The socialization of preschool children is a process through which, on the one hand, the child learns socio-cultural experience in the form of rules, norms, behaviors, standards of interaction with other people in society, and on the other – develops its essential self, individuality, and uniqueness. At the same time, socialization helps the

ability to harmoniously and effectively adapt to the social environment in a state of constant change. The level of socialization of a child mainly depends on the conditions for this process created by adults: parents and teachers. Any achievement of a preschool child at each stage of its development is intermediate and serves only as a basis for the teacher's choice of methods and technologies for socio-pedagogical support of personality socialization in preschool childhood.

At the final stage of the study, a comparative description of the formation of levels of socialization of children was carried out in comparison with the ascertaining stage. To this end, the research methodology described in section 4.1 was implemented in order to clarify the changes that have occurred in the levels of socialization of preschool children in the experimental groups. The general integrative indicator of socialization of the personality in preschool childhood was defined according to the criteria outlined by us: social adaptability, social activity, and social competence. The control stage tasks analysis allowed to compare the results obtained at the beginning and end of the experimental work and to record a significant increase in the levels of socialization of children from the experimental contingent and also some changes in control groups. Comparative quantitative data on the levels of socialization of children with psychological

disabilities in the control and experimental groups are shown in Table **2** and Figure **1**.

The results shown in Table **2** show quantitative changes in the levels of socialization of preschool children in both groups. However, the positive dynamics of growth of socialization levels are statistically significant only in the experimental group of preschool children. The data obtained and presented in the table convincingly prove that in the conditions of application of experimental technology of social and pedagogical support of socialization of children, the high harmonious level of socialization of the person in the preschool childhood is reached. As can be seen from the table, the differences in the quantitative data of children in the control groups Q1 (statement stage) and Q2 (formative stage) were insignificant. Thus, the traditional pedagogical process did not contribute to the harmonious socialization of children in preschools.

The analysis of level dynamics shows that a high harmonious level of socialization was achieved by 28.5% of experimental pupils and 6.8% of children in control groups (Q2), while at the initial stage, no preschool child was found at this level in both groups. As you can see, the positive impact of the implemented technology of socio-pedagogical support of socialization of children in the experimental group was manifested in a significant increase in levels of socialization. Thus, if high and sufficient levels of

Table 2:   Levels of Socialization of Children of Experimental and Control Groups (%)

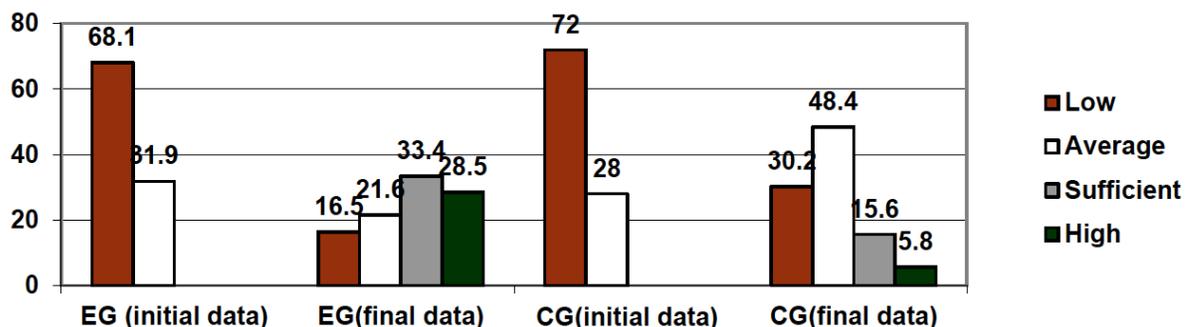| Levels	Statement stage			Forming stage	
	EG	CG Q1	CG Q2	EG	CG Q1
High	-	-	-	28.5	6.8
Sufficient	-	-	17	33.4	15.6
Average	31.9	28.0	57.3	21.6	48.4
Low	68.1	72.0	23	16.5	30.2

Figure 1: Levels of Socialization of Children of the Experimental and Control Groups (%).

socialization of children were not recorded at the beginning of the experiment, then at the final stage of the experimental work, these results changed and amounted to 28.5% and 33.4% (EG) and 6.8% and 15.6%, respectively (CG). The average level at the initial stage of the experiment was – 31.9% (EG) and 28% (CG), while the final results were 21.6% (EG) and 48.4% (CG). The shifts in low indicators are especially evident. If at the beginning of the experiment they were 68.1% (EG) and 72% (CG), respectively, then at the final stage, these results decreased significantly in the experimental groups – 16.5% (EG) and only 30.2% were in the control groups, which can be explained by spontaneous socialization, as well as the peculiarities of the influence of the traditional pedagogical process on the socialization of children in the control group.

DISCUSSION

The obtained results of the statement experiment led to developing a system of socio-pedagogical support of personality socialization in preschool childhood. It should be noted that support, the content of which has its own specifics, has found wide use in psychology, although in modern psychological practice, there is no single methodological approach to defining the essence of psychological support. It is interpreted as the whole system of the professional activity of a psychologist, the general method of work of a psychologist, one of the directions and technologies of the professional activity of a psychologist [27]. An essential characteristic of psychological support is the creation of socio-psychological conditions for successful development, upbringing, and education of children with mental disorders in situations of socio-pedagogical interaction, which is organized within the educational institution [27, 28] and which we present in the system of social and pedagogical support of socialization of the person in the preschool childhood. The system in our study is a holistic object – socio-pedagogical support of socialization, which has certain components (directions) that are interconnected and reveal in advance the sequence and practical support, as well as the content of activities and its results in each direction of the system socio-pedagogical support of socialization of the person.

The analysis of the results of the implementation of the system of socio-pedagogical support of children's socialization is carried out by comparing the achieved results with certain criteria of personality socialization in preschool childhood, but there are several difficulties. Since preschools work, first of all, for the future, the

results of socialization of the individual during preschool childhood can be fully manifested in the child's behavior only during school, and even in adulthood, i.e., be delayed. The bias of the research data is often complicated because educators strive to show better results in the socialization of children, which makes it difficult to see the result of the design of support. The basis of the analysis of the project of social and pedagogical support of the child's socialization is its humanitarian direction, i.e., first of all, the social and emotional well-being of the child and his development as a person.

Thus, designing a system of socio-pedagogical support of personality socialization in preschool childhood is a consistent change in its areas: from identifying problems of socialization of children in the pedagogical process of preschool to analyze the results of the implementation of social support. Socio-pedagogical support of socialization is a process of personal interaction between those who accompany and those who need it. It aimed to actualize the child's social potential for its successful socialization-individualization based on humanistic tendency, which corresponds to the real status of modern preschool childhood.

The idea of social support is embodied in social work, where it is understood as the implementation of systematic accounting and care of children and youth with disabilities, systematic and comprehensive measures to overcome life difficulties, preserve and improve the social status of children and youth with disabilities; social care for children with physical and social disabilities. Support of a child's socialization is understood as a method that provides conditions for development to make optimal decisions in different situations of life choices. A central implication for educators is that this integrated and dynamic developmental system is optimally supported when all aspects of the educational environment support all of the children's development dimensions.

This calls for a deeply integrated approach to practice that supports the whole child in schools and classrooms that function coherently and consistently to build strong relationships and learning communities; support social, emotional, and cognitive development; and provide a system of supports as needed for healthy development, productive relationships, and academic progress. This holistic approach must necessarily connect with family and community contexts: developing strong, respectful partnerships to

understand and build on children's experiences and, as needed, to strengthen any aspects of the developmental system where there are challenges to children's health and well-being [29]. In the theory of support, the conceptual position is that the carrier of the problem of child development in each case is the child himself, and his parents, and the child's immediate environment. As part of social and emotional learning opportunities:

- explicit instruction in social, emotional, and cognitive skills, such as intrapersonal awareness, interpersonal skills, conflict resolution, and good decision making;

- infusion of opportunities to learn and use social-emotional skills, habits, mindsets throughout all aspects of the school's work in and outside of the classroom;

- educative and restorative approaches to classroom management and discipline, so that children learn responsibility for themselves and their community.

As part of a system of supports:

- access to integrated services (including physical and mental health and social service supports) that enable children's healthy development;

- extended learning opportunities that nurture positive relationships, support enrichment, and mastery learning, and close achievement gaps;

- multi-tiered support systems address learning barriers both in and out of the classroom based on a shared developmental framework uniting a capable and stable staff with families and support providers.

Research finds that the presence of these features produces stronger gains in outcomes for those students who typically experience the greatest environmental challenges. This is consistent with developmental science findings that children who experience adversity "may be more malleable – and stand to benefit most – in the context of supportive, enriched environmental supports and interventions" [30]. In our opinion, the idea of support is most consistent with the progressive ideas of modern psychology, social and preschool pedagogy, as it brings to the process of education and socialization of the preschool child a number of such important positions.

Position one. Support provides conditions for pedagogically balanced socialization of the preschooler, the core of which is the moral and value plane of personality development, because it determines the child's position in the world, his system of attitudes to the environment, material, and spiritual culture, people, self, self-awareness, which requires the realization of itself as a subject, joining the social not only at the level of understanding but also at the level of transformation. *Second position.* The essence of support is to create conditions on the part of adults for the child to learn the object's position and subject of socialization and express himself as a subject of his own life. This position allows a preschool child to take the right organization of adult interaction of the child with the social environment, which consists in the child's ability and opportunities provided by adults to show activity, initiative, independence, make their own choices, make decisions and be responsible for every action and deed.

It should be borne in mind that the child's development is not limited to the assimilation of certain social norms, but is a special state of comparative accumulation of social content, the formation of a growing person as a subject of social action. Therefore, socio-pedagogical support should be implemented simultaneously as a two-way process of inextricably linked in its functional components with certain dependencies.

First, as individual support of the child's socialization through the formation of its subjective basis in the position of the acquirer of knowledge, socio-cultural experience and value orientations, the subordination of motives, desires, interest in environmental phenomena, events, people, himself.

Secondly, as systematic support of the whole age group's work, it is part of more complex education, preschool, as an open socio-pedagogical system. An important feature of this system is that it transforms a spontaneous society into a society that provides pedagogically balanced socialization.

Thirdly. The fundamental difference of support from other models (for example, from support or correction) is that the success of socialization of the individual is achieved by creating conditions, finding hidden resources that allow the child to instill immunity against the negative effects of the social environment, which will prevent trouble*.*

Fourthly. The peculiarity of support is that it involves moving with the child, next to her, so the emphasis is not on influence, but on creating a social space of childhood, in which the child builds relationships with the world of people and the world of his "I" and learns productive ways of social interaction.

Position five. Support requires teachers to focus on the positives and preferences of the child by an appropriate selection of methods and forms that work for the evolution of knowledge of the social environment. From its perception as an environment of self-satisfaction, lack of self-concept to the knowledge of the complex social world and social environment, and the formed sense of adequate self in society.

Solving the problem of research on the design of a system of socio-pedagogical support of personality socialization in preschool childhood requires the creation of a support project. In pedagogy, the term "project" has several meanings: it is understood as an action, a set of activities that are combined into one program, or an organizational form of purposeful activity; another interpretation of the project involves activities aimed at creating (planning, constructing) any system, object or model [31]. Design, in its general sense, is a scientifically sound design of a system of parameters of a future object or a qualitatively new state, an existing prototype project, a prototype of a predicted or possible object, state, or process in unity with the ways of its new tasks related to systems design. Design as a whole as a social category, although in the same chain with such concepts as forecasting, planning, design, programming, modeling, but has its significant differences, as it is the most common complex, integrative phenomenon. Therefore, the initiated research used the pedagogical design of the system of socio-pedagogical support of socialization of a preschool child, which is expressed in the definition of interconnected and consistently interacting components of support of the socialization process, reflecting the logical sequence and adequate reproduction in real educational practice.

CONCLUSIONS

The experimental test results of the system of social and pedagogical support of personality socialization in preschool childhood developed by us proved its effectiveness, which confirms the quantitative and qualitative changes in the levels of socialization of preschool children. The proposed experimental model of personal socialization support in preschool childhood

included adaptive-orientational, constructive-reflexive, socially-oriented stages, each of which strengthened the neoplasm of the previous one. The effectiveness of the experimental work was revealed in the process of the control experiment.

Comparative analysis of the levels of socialization of children with intellectual disabilities in the experimental and control groups showed a positive impact of the proposed system of socio-pedagogical support of socialization of children in the experimental group, which manifested itself in a significant increase in levels of socialization. The effectiveness of the process of personality socialization in preschool childhood was determined by the general logic of the holistic development of the individual in preschool childhood as a subject and object of socialization, as a subject of various activities and behaviors. The pedagogical conditions for the effective course of socialization of children in preschool educational institutions were:

- implementation of a variable program of the gradual introduction of children into new social living conditions, which is based on the assessment of mental development and socio-personal characteristics of each child;

- use of the system of social and pedagogical support of children's socialization with the help of appropriate software and methodological support;

- the openness of the preschool institution as a socio-pedagogical system, which is designed to actively involve the children's community and teaching staff in socio-cultural ties with society and promote the harmonious socialization of children.

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