

## NATURE AND CONTENTS OF EDUCATIONAL SUPPORT OF PRESCHOOL AGE CHILDREN SOCIALIZATION

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*In this article, the theoretical study of nature and contents of pedagogical guidance of preschool age children socialization is made. From author's point of view, to understand modern problems of socialization aspects of preschooler one should consider this process as a set of social influences on the child's personality with the aim to inculcate its values and social norms, social and personally meaningful qualities, ways of behavior that reveal their individual peculiarities. This is not only the process that teaches a child to live in a society according to its laws but also the process of active formation of identity, self-development and self-assertion. It is specially noted the importance of pedagogical guidance of preschool age children socialization. It is shown that the pedagogical support is a special sphere of pedagogical activity - preventive and operational assistance in the development and promotion of a person's self-identity, aimed at the solution of child's individual problems related health, progress in education, communication and socialization. Much attention is given to the main conditions of effective pedagogical guidance of preschooler's socialization.*

*Key words: socialization, pedagogical guidance, preschool age children.*

The problem definition in a general aspect and its relation to important scientific tasks. Building a modern national education system in Ukraine is based on the concept of formation of socially active, independent, self-sufficient person with striving for conscious attitude to their rights and obligations and pride in their country. The National Strategy of Education Development in Ukraine for years 2012-2021 is focused on the fact that one of the priorities of the national education policy should be an effective system of national education construction and development of children and youth socialization.

And this is the task for educators to form the educational space, in which a person experiences positive interaction with society during early childhood. To a large extent, the success in solving the problem stated depends on the effectiveness of the interaction mechanisms between education authorities, family, educational institutions, children's and youth organizations in the sphere of the education and socialization of young generation.

Today preschool educational institutions of Ukraine are characterized by the orientation to the interests and needs of the child. As a result teaching science has to reconsider the foundations of socialization in early childhood and emphasizes the importance of providing educational support during this process. Educational guidance in the context of personality-oriented educational process of modern preschool educational institution is a system of educational activities aimed at optimal fixation by the adults of child achievements and difficulties in social interaction with other children and adults.

The analysis of the recent researches and publications in which the resolution of the given problems commenced and to which the author refers to. The phenomena of children and youth's socialization has been always attracted the attention of philosophers, psychologists, and educators. The fundamental works of G. Andreiva, M. Veber, Ya. Gylinskyi, Y. Giddens, V. Zenkovskyi, I. Kon, V. Moskalenko, A. Mudryk, B. Parygin, T. Parsons give an opportunity to correlate the content of the main concepts such as individuum, personality, individuality, social development, socialization to understand the originality of each, to establish the most effective mechanisms of the activation of the functions of the socialization, to identify the common factors and the process stages of the personality socialization. Of particular importance is the concept of pedagogical support of socialization (V. Bederhanova, O. Gazman, O. Kodatenko, N. Krylova, G. Soroka etc.).

Emphasizing of previously not defined parts of the general problems to which this article is dedicated. Nevertheless, a number of important aspects of the mentioned problem remained uncovered. First of all it concerns the definition of the nature of the pedagogical guidance of preschooler's socialization as a deep level of social development, the validation of its systematically important conceptions, the clarification of the stages of the preschool student's socialization in the process of the training in kindergarden, analysis the conditions of effective pedagogical guidance. Inadequate attention is paid to the creation of the child's socialization skills.

Therefore, the purpose of this article is to substantiate the main ways of the preschooler's socialization, and to expose the theoretical and technical aspects of the pedagogical guidance the process of early socialization.

The presentation of the main material research with the justification of the scientific results. Revealing the genesis of the concept of «socialization» one should admit that the problems of socialization have been under the interest of humanity long before this term entered the scientific conceptual space. However, only in the middle of the twentieth century the socialization theory gradually grew into the independent brunch of science with its own conceptual field, and until that the core of socialization was seen in solving the problems of education and formation and development of personality.

Today the term «socialization» (from the Latin *Socialis* - public) is used to refer the process during which people learn to conform to social norms. Socialization makes possible the continued existence of mankind and transmission of its cultural values from generation to generation (Abercrombi 2004, p. 430-431) [1].

Socialization can be seen both as a process, and as a result. Socialization «as a process» – means the features of social identity formation. Socialization «as a result» means the characteristics of human social formation in accordance with their age or ego level (Mardahaev 2002, p. 274) [4].

From our point of view, to understand modern problems of socialization aspects of preschooler one should consider this process as a set of social influences on the child's personality with the aim to inculcate its values and social norms, social and personally meaningful qualities, ways of behavior that reveal their individual peculiarities. This is not only the process that teaches a child to live in a society according to its laws but also the process of active formation of identity, self-development and self-assertion.

According to many researchers, the period of early years of life is critically important for social and personal development. It is in childhood, in particular middle and high preschool age, when a child's self-awareness is formed and the first impressions of himself/ herself are laid, as well as forms and principles of interpersonal interaction, moral and social norms. A preschool educational institution should realize socio-pedagogical activity as an integrated technology of transfer of the social situation of a child's development into pedagogical - educational, educative, social.

All children go through definitive phases of social development. The first years of child's development are marked by dramatic emotional changes. A preschool child learns how to regulate his/ her emotions, play with others and think more independently. During the preschool years, a child develops a basic sense of trust of the world around, through experiencing safe relationships with primary caregivers.

It is important to define the development-oriented education as the type of education which not only has a development effect but, being targeted on each child, sees its goal in child's development and real advancement. In the developmental education system, the knowledge, skills and competences are not only the goals but also tools in the process of child's development. Thus, a teacher's objective is not to train a child in knowledge or skills but rather to ensure the child's development with the help of these skills and knowledge.

The principle of individualization is one of the main principles of a developmental preschool

education. It allows children to exercise a free choice and develop their not-yet-structured interests and creativity. Individualized education necessarily leads to the problems related to age-specific education at different stages. Of great significance here is the aspect of inherent value of each age period, defined by a dual requirement towards the education content and techniques:

- a) to ensure that the child fully realizes his/ her age-specific abilities;
- b) to base current development on the achievements of the previous development period (Rubtsov, Yudina 2013) [5].

In Ukraine, in particular, preschool education content is differentiated not by academic subject areas but rather by child development directions:

- physical development;
- cognitive and language development;
- personal, social and emotional development;
- artistic and aesthetic development.

The purpose of the research was to study the pedagogical support of the process of child's socialization in kindergarden. The pedagogical process in the kindergarten is realized under the constant active interaction between the pedagogue and the children. The specificity of the different forms and methods of this interaction are determined by the age characteristics of the children as well as by the aims and tasks set by the pedagogue. The main task of pedagogical support of the process of socialization is forming child's socialization skills.

Preschool socialization skills depend on three abilities:

- self-control;
- empathy;
- verbal communication.

Young children learn best through activities that are relevant to their lives and varied enough to be challenging and engaging. Children develop their knowledge by building on their past experiences and the learning they have already acquired. Since most children believe that learning is a pleasurable experience, they are naturally inclined and even eager to learn when they first come to school. Each child grows and develops in various interrelated areas – physical, social, emotional, cognitive, and linguistic. In order to address the full range of each child's developmental needs, the Kindergarten program should provide opportunities for learning, self-expression, and selfdiscovery in a variety of areas – for example, in music, drama, games, language activities, and cooperative activities with peers. Children develop at different rates and in different ways. Each child is unique and has individual needs. Some children will benefit more from one type of teaching strategy than another; some may need more time than others, and/or additional resources, to achieve the learning expectations. In addition, the diverse cultural and linguistic realities of the children contribute to variations in the ways in which they develop and demonstrate their learning. Children therefore need opportunities to learn in an appropriate manner and at an appropriate time in their development, and need to be given learning experiences that are within the range of things they can do with and without guidance (in their «zone of proximal development»).

Kindergarten teachers perform a complex and multidimensional role in child's educational and social development. They are responsible for implementing a program that is thoughtfully planned, challenging, engaging, integrated, developmentally appropriate, and culturally and linguistically responsive, and that promotes positive outcomes for all children. Each child is unique and has individual needs. Children develop at different rates and in different ways. Learning social experiences should promote integrated learning and allow children to explore, and experiment with a variety of problems and tasks that are familiar to them or that they can connect to everyday life. Teachers should also use their knowledge of the social and cultural contexts in which the children live to develop and provide learning experiences that are meaningful, relevant, and respectful. In other words, kindergarten teachers should ensure pedagogical support of preschooler's education and socialization.

The purpose of the research was to study the pedagogical support of the process of child's socialization in kindergarden. It should be stressed that socialization is the process of learning how to get along with others. On the other hand, we can describe this process as the process of acquiring the norms to which all the members of society conform. Socialization is the process by which human infants acquire the skills necessary to perform as a functioning member of their society, a process that continues throughout an individual's life. Children get socialized both in and out of preschool and the conditions of these processes of socialization are different. So we must be clear enough with the main aspects of the pedagogical support of the process of child's planned socialization at preschool. It is positive socialization (the type of social learning that is based on pleasurable and exciting experiences).

In modern pedagogical science there is a limited number of works devoted to the analysis of concepts that characterize pedagogical support for children and young people in learning and parenting, while this phenomena is widely distributed in the educational systems of different countries, including Ukraine.

Thus, in the US education system the term «guidance» is widespread (the word «guide» means to lead, manage), which reveals the content of the psychological and pedagogical advisory service in education system; in Great Britain such phenomena similar to the content of educational support as pastoral care, tutoring, personal and social education are common; in the Netherlands there is «school counseling and guidance and career counseling» (the system of psychological and pedagogical help and support for a child in the educational process and the choice of the professional way).

The science of our country has some hints on the ideas of pedagogical support (Sh. Amonashvili, K. Ushynskiy, V. Sukhomlynskiy, A. Mudryk).

The famous scholar O. Gazman (2000, p. 25-28) made the important contribution to the development of the scientific concept of «pedagogical support», the author considers the pedagogical support as a special sphere of pedagogical activity - preventive and operational assistance in the development and promotion of a person's self-identity, aimed at the solution of his/ her individual problems related health, progress in education, communication and learning. In his opinion, the subject of pedagogical support is the process of common definition with the person to determine his/ her own interests, goals, capabilities and ways of overcoming obstacles (problems) that interfere with his/ her to preserve his/ her dignity and to achieve the desired results in education and self-education on his/ her own. Pedagogical support aims to help in solving human problems and to help in the knowledge of himself [2].

Adhering to position of O. Gazman, N. Krylova (2000, p. 93) treats the concept of educational support in the broader socio-cultural context as «element of any cooperation and interaction as it is a manifestation of a positive attitude to human activity and the ability to cooperate in its endeavors and fulfillment, that provides friendly relations» [3].

She makes two fundamental conclusions regarding the content of this concept:

a) support is possible when and where, where and when there is a promotion (support, cooperation, empathy, sympathy) to the processes based on the relative autonomy and independence of personality/ individuality, his processes itself: amateur and self (and/ or self-reflection, self-identity, self-knowledge, self-determination, self-organization, self-control, self-expression, self-fulfillment), that is the self-motion of an individual to a specific goal (or solving a specific problem);

b) support is a universal phenomena, it is possible and has similar foundations in numerous conditions (in the presence of CO and SELF processes), but depending on the situation may be pedagogical by content and form (when pedagogical problems of training and education are solving), psychological (when one promotes internal growth of the individual and unique identification) and moral (when it is performed at the situation shifted in the plane of moral contradiction and its solution) (Krylova 2000, p. 96) [3].

Thus, pedagogical guidance of preschool children can be seen as pedagogical accompaniment:

- 1) the teacher's direct upbringing and educational impact on children;
- 2) the organization by a teacher of situations that provide educative interaction between children themselves;
- 3) the creation by a teacher of subject environment that initiates children's experimentation and development of creative abilities.

The early years are crucial for every child's development and learning. Pedagogical support of preschooler's upbringing and learning makes the best start in life.

Conclusions. It should be stressed that nowadays the organization of pedagogical guidance of socialization process of a preschool child is an important theoretical and methodical task of modern preschool education. The pedagogical support is a special sphere of pedagogical activity - preventive and operational assistance in the development and promotion of a person's self-identity, aimed at the solution of child's individual problems related health, progress in education, communication and socialization. It is known that the main conditions of effective pedagogical guidance of preschooler's socialization are: basing on the requests of children's parents, taking into account the age and individual capacities and abilities of children; carrying out continuous diagnostics of its effectiveness and the ability to design and rapid correction of an individual educational route; interaction of all experts of a preschool educational institution.

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*Дана стаття присвячена проблемі дослідження сутності та змісту процесу педагогічної підтримки соціалізації дітей дошкільного віку. Автор статті пропонує розглядати процес соціалізації дітей дошкільного віку як сукупність соціальних впливів на особистість дитини з метою прищепити цінності та соціальні норми, виховати соціальні та особистісно значущі якості, а також способи поведінки, які розкривають індивідуальні особливості особистості. Це не тільки процес навчання дитини життю у суспільстві за його законами, скільки процес активного формування особистості, саморозвитку та самоствердження. Особливо наголошується на важливості педагогічної підтримки в процесі соціалізації дітей дошкільного віку. Показано, що педагогічна підтримка виступає як особлива сфера педагогічної діяльності - профілактичної та оперативної допомоги в процесі самоідентифікації особистості, і спрямована на вирішення окремих проблем дитини, пов'язаних зі здоров'ям, прогресом в навчанні, спілкуванні та соціалізації. Велика увага в статті приділена умовам ефективності педагогічної підтримки процесу соціалізації дошкільників.*

*Ключові слова: соціалізація, педагогічна підтримка, діти дошкільного віку.*

*Данная статья посвящена проблеме исследования сущности и содержания процесса педагогической поддержки социализации дошкольников. Автор статьи предлагает*

*рассматривать социализацию детей дошкольного возраста как совокупность социальных влияний на личность ребенка с целью привить ценности и социальные нормы, воспитать социальные и личностно значимые качества, а также способы поведения, которые выявляют индивидуальные особенности личности. Это не столько процесс, который учит ребенка жить в обществе по его законам, сколько процесс активного формирования его личности, саморазвития и самоутверждения. Особо отмечается важность педагогической поддержки в процессе социализации детей дошкольного возраста. Показано, что педагогическая поддержка выступает как особая сфера педагогической деятельности - профилактическая и оперативная помощь в разработке и продвижении самоидентификации личности, направленная на решение отдельных проблем ребенка, связанных со здоровьем, прогрессом в области образования, общения и социализации. Большое внимание в статье уделяется вопросу условий эффективной педагогической поддержки процесса социализации дошкольников.*

*Ключевые слова: социализация, педагогическая поддержка, дети дошкольного возраста.*