

SOCIAL STATUS OF DEVELOPMENT OF PRESCHOOL CHILDREN

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Abstract

We can say that the social state of development is an individual combination of what is formed in the child's psyche and the relationship that arises in the child with social reality. The psychological separation of the child from adults occurs at about three years of age. This age is considered a three-year crisis. During this period, the child is separated from the family circle, from people close to him. As a result of the crisis, the necessary conditions arise for the formation of a new social state of development. At the end of early childhood, we encounter a psychological situation in which the child resists all the prohibitions of adults - "I want to". The child wants to act like an adult and wants to act independently. At this stage, the child begins to be more interested in the adult world. The main thing in the new social situation is an adult who has some kind of social function (a policeman, a doctor, a mother, a seller, etc.). But so far the child cannot really participate in life on a par with adults. The game of preschool age is a leading type of activity, through which the child can reflect the life of adults and live imaginatively. Children's play activities are symbolic, there are no rules in them. Typical for preschool children is role-playing, in which the child can "try on" the role of an adult, whether it is a hairdresser, a salesman or a driver. Psychologist M. I. Lisina identified two extra-situational forms of communication between children and adults, characteristic of preschool age - cognitive and personal.

Keywords

Children's play, preschooler, cognitive, communication, social formation, significant

For a preschooler, the situational – cognitive form of communication is formed at the age of 3-5. This is part of the child's need for knowledge. At this age, children begin to pester adults with endless questions. All this happens due to the child's growing need to know everything and everything: why is the grass green and why is the sun shining. The questions asked by children are very multifaceted and cover almost all areas of knowledge about the world, nature and society. Preschool age is so saturated with events, new images that this cannot but affect changes in the

child's psyche. A preschooler tries to understand everything that he sees around him and learns from adults, to establish natural relationships with which our complex world exists. The main reason for this form of communication is cognitive. An adult takes on a new function for a child – a storehouse of new knowledge, a person who knows the answers to all questions. And based on the fact that in the process of "theoretical cooperation" topics that are not related to the environment are discussed, communication for the first time acquires an extra-situational character.

In the situational and cognitive form of communication, the child wants to achieve the respect of adults. For children, the assessment of adults is of great importance, children painfully react to comments addressed to them. Preschoolers with cognitive motives have increased sensitivity and responsiveness to comments. Emotional outbursts are, as a rule, characteristic of middle preschoolers, since most younger preschoolers are characterized by a business-like form of communication. Thus, for the situational-cognitive form of communication, cognitive motives and the need to respect adults are characteristic. The main means of such communication is speech. After all, only with the help of speech can extra-situational-cognitive communication be carried out, which allows preschoolers to significantly expand the boundaries of the world around them and reveal the interconnectedness of phenomena. However, the world of natural, physical phenomena soon ceases to interest children; they are more attracted to events taking place among people. By the end of preschool age, a new and highest form of communication for preschoolers - extra-situational-personal - is being formed.

Unlike the previous one, its content is not the world of things, but of people. If at the age of 4-5, topics about animals, cars, toys, natural phenomena prevail in conversations between children and adults, then older preschoolers talk with adults about the rules of behavior, about themselves, about close people around them. Personal motives become leading motives. This means that, as in childhood, the main driver of communication, regardless of its specific functions, is the person himself. Extra-situational-personal communication (as well as situational-personal communication) is not a side of another activity (practical or cognitive), but an independent value.

Unlike infancy, adults in extra-situational personal communication are important for a preschool child as a specific person and member of society. The child is interested not only in the situational manifestations of adults: their benevolence, positivity, attention, but also in various aspects of their life that are not related to the child: where they live, who they work for, whether they have

children. The child can also be open about himself, his family, some joyful and unpleasant events, insults.

For older preschoolers, it is characteristic not only to strive for the benevolent attention and respect of adults, but also for their mutual understanding and sympathy. It is especially important for them to achieve common views and positive assessments with adults. The coincidence of their point of view with the opinion of adults serves as proof of its correctness. The need for mutual understanding and sympathy of an adult is fundamental for personal communication outside the situation. As for the means of communication, they remain speech, as at the previous stage. The social situation in the development of a preschooler is not limited to his contacts with the adults around him.

In addition to the adults who surround a preschool child in life, another image appears in the child's mind - the image of a perfect person. This perfect person, firstly, because he exists only in the child's mind not as a specific real person, but as an idea; secondly, because he embodies the perfect image of any social function: an adult-dad, doctor, salesman, driver, etc. Moreover, this ideal adult not only appears or thinks of as a child, but also becomes the motive for his actions. The child strives to become such a perfect adult. His main desire is to be part of adult society, to live and feel on an equal footing with adults. However, in practice, the child, due to his limited capabilities, cannot yet integrate into adult life. In addition to adults, his peers begin to play an increasingly important role in the social situation of the development of a preschool child. Communication and relationships with peers become as important for the child as relationships with adults.

Thus, the social situation in the development of a preschool child is becoming more and more complicated. An adult is still the main one in the child's life, but the relationship with him becomes different. If in early childhood the social situation of development is determined only by the child's relationships with close adults around him, then from preschool age the child enters into relationships with a wider social world. Human relationships existing in the adult world become the subject of children's play activities, where adults are present in an indirect, ideal form. Communication with real close adults is outside the situation and is stimulated by new needs. A new area of the child's social relations is distinguished - relationships with his peers.

From childhood, a child enters a complex system of relationships with people around him (at home, in kindergarten, on the playground) and gains experience in social behavior. The formation of behavioral skills in children, the upbringing of a conscious, active attitude to the assigned business, and partnership should begin from preschool age. There are many opportunities for this in kindergarten. In the

process of daily communication with peers, children learn to live in a team, practically master the norms of moral behavior that help regulate relationships with others. For full communication of children, the formation of human relationships between them, the simple presence of other children and toys is not enough.

Visiting a preschool educational institution does not provide a significant increase in the social development of children. For the emergence of the most important abilities for empathy, mutual assistance, and independent organization of meaningful communication, it is necessary to properly, purposefully organize children's communication, which a kindergarten teacher can implement. His role in the social development of a preschool child is great. If the educator does not understand, does not feel the inner need that pushes the preschool child to communicate, he cannot understand it and, therefore, cannot respond to it correctly, correctly direct his behavior. Communication with adults and peers allows the child to master social norms of behavior. In certain life situations, the child is forced to subordinate his behavior to moral norms and requirements. Therefore, an important moment in the social formation of a child is knowledge of the norms of communication and understanding of their importance and necessity. During preschool childhood, the child goes a long way in mastering the social world with its own system of normative behavior in interpersonal relationships with adults and children. The task of educators of a preschool educational organization is to help the child establish positive relationships with peers and adults, that is, to teach social methods of interaction with people around him. The ability to live in a peer community is very important for the future student.

Taking advantage of the child's daily stay in the garden, it is necessary to give him the necessary knowledge about the norms of moral behavior in a peer group. As is known, preschool age is characterized by increased sensitivity to social influences. Therefore, the role of adults as social guides is very important and responsible. The task of adults is to determine what, how and when to teach the child so that his adaptation to the world around him occurs and is painless.

In kindergarten, there are huge educational opportunities at any moment of the day. For example, the time interval when preschoolers are in the locker room. Children do not stay in the locker room for very long, but they constantly enter into relationships with their peers. In these relationships, a unique microclimate develops, norms of behavior are "automated". Therefore, the teacher can use the moments of gathering children on the street and returning from it to practice their ability to be friendly to each other, help their comrades, and address them politely.

Often during dressing, you can see how children stand in line to help the teacher get dressed, but you can teach preschoolers to politely ask their peers for help. Why do children sometimes not want to ask their peers for help? For many reasons: they do not want to seem helpless in front of them, they do not want to be refused, they hear rudeness in the request. Often during dressing, you can see how children stand in line to help the teacher get dressed, but you can teach preschoolers to politely ask their peers for help, only you need to politely ask him about it, and then thank him for the service rendered. Adults should instill in children from childhood sensitivity, responsiveness, willingness to help each other. "If your friend is having a hard time, help him," "if it's hard for you - ask for help" - children should follow such rules in everyday life. The teacher teaches each of the children.

In games, the child's individuality is manifested in the independent development of his intention and ability to organize his own game, in perseverance in achieving the goal. In the process of game activity, it is important to determine the attitude of children to an individual approach, their interest in the game, and the nature of their participation in various games. An individual approach is of great importance in managing open games with rules. Open games help to form such moral manifestations as friendliness, the ability to act together, give the child the opportunity to feel like a member of a team. In the process of conducting educational games, the level of intellectual development of children, their ingenuity, resourcefulness, as well as determination or indecision, slow or fast transition from one action to another are determined.

Implementing an individual approach to children in the game, the educator should develop in them such moral qualities as goodwill, a desire to benefit the game team. Managing children's games should always be combined with an individual approach to children. These are two sides of the educational process. Each child is individual, each of them has their own abilities and interests. The educator, knowing these features, can always use them in the game. Some children sing well, others dance, someone recites poetry expressively. There are children who know how to build well, decorate their buildings. In the general game you can find a business for everyone. Didactic games are of great importance in the development of the individual characteristics of children.

They help to expand ideas about the environment, living and inanimate nature, space and time, the quality and shape of objects. Didactic games develop visual perception, observation, and generalization skills. In the process of their implementation, the individual characteristics of children are clearly manifested, these games help to cultivate attention, attentiveness, and perseverance. This is

especially important for children with high excitability. Proper organization of game activities involves great opportunities for effective individual pedagogical influence on children. And the educator must constantly use them for the comprehensive development of each child.

Pedagogical activity aimed at the comprehensive development of the child's personality is more effective if it is built in accordance with the nature, culture, and upbringing of the child. The individuality of the educator, his uniqueness, is determined by the stylistic features of the activity associated with the specific methods of its implementation. Each educator strives to maximize the use of individual characteristics that ensure success in their work and to overcome the qualities that hinder this success. In the process of pedagogical activity, a special connection arises between the educator and the child, in which the participants perceive their own views on the world. The task of pedagogical activity is, on the one hand, to develop and strengthen the child's unique ways of thinking, to enrich his ideas about the world, and on the other hand, to organize interaction with another culture, the culture of adults.

The main task of pedagogical activity in the educational process is to create conditions for the harmonious development of the personality, to prepare preschool children for labor, mutual assistance and other forms of participation in society. This is solved by organizing an environment for the development of the personality, managing various types of activities of educators and establishing the right relationship with the child. Types and methods of pedagogical interaction

Pedagogical activity aimed at the comprehensive development of the child's personality is more effective if it is built in accordance with the nature, culture and needs of the child. The individuality of the educator, his uniqueness are determined by the stylistic features of the activity associated with the specific methods of its implementation. Each educator seeks to maximize the use of his individual characteristics that ensure success in his activity and overcome the qualities that hinder this success. The method of self-expression of the subject of activity is determined by the concept of "style". In a broad sense, style is a stable focus on the methods of implementing the activity. At the same time, the concept of "individual style of activity" has become widespread in psychology, that is, an individual-specific system of psychological means that a person resorts to in order to best balance his individuality with external conditions of activity. In the narrow sense of the word, an individual style of activity is considered as a stable system of methods of carrying out activity due to typological characteristics.

The nature of the goals set by the educator, the methods and means used by him, the methods of analyzing the results of the work - all this determines the style

of activity. In the process of pedagogical activity, a special connection arises between the educator and the child, in which the participants perceive their own views on the world. The task of pedagogical activity is, on the one hand, to develop and consolidate the ways of thinking inherent in the child, to enrich the picture of the world, and on the other hand, to organize interaction with another culture, the culture of adults. The leading role of the educator in organizing the process of raising and educating a child is fully determined in the studies of A. V. Zaporozhets, P. ya. Galperin, L. A. Wenger and others. As S. L. Rubinstein has repeatedly noted, the pedagogical process forms the child's personality to the extent that the educator directs his activities, and does not replace it. The main task of pedagogical activity in the educational process is to create conditions for the harmonious development of the personality, to prepare the preschool child for labor, mutual assistance and other forms of participation in society. This is solved by organizing an environment for personal development, managing various types of activities of educators, and establishing the right relationship with the child.

Subject-object relations. In pedagogical activity, the educator is the subject, and the pupil (child) acts as the object. The educator as a subject of pedagogical activity is characterized by activity, pedagogical self-awareness, adequacy of self-esteem and the level of claims, etc. In such a situation, the child acts as a performer of the requirements and tasks set by the teacher. With rational subject-object interaction, the positive qualities of children are formed and strengthened: diligence, discipline, responsibility; the child accumulates experience of acquiring knowledge, masters the system, the order of actions. However, if the child is the object of the pedagogical process, and therefore the initiative of activity comes from the pupil every time, the child's cognitive development will not be effective. If children's independence is limited, a situation where the manifestation of initiative is not required often leads to the formation of negative aspects of the personality. The educator "sees" his or her mentee one-sidedly, mainly in terms of compliance or non-compliance with behavioral norms and established rules of activity.

Subject-subject relations affect the development of children's ability to cooperate, take initiative, be creative, and constructively resolve conflicts. In the process of subject-subject relations, children's thinking processes, complex work of imagination are activated, various knowledge is consolidated, the necessary methods of action are selected, and various skills are tested. All activities acquire personal significance for the child, significant manifestations of independence and activity appear, which, if they have a permanent subjective position, can become personal qualities of the preschooler. In subject-subject interaction, the educator understands his or her students more personally, therefore this interaction is called

person-oriented. A person-oriented educator is concerned with developing the child's ability to be aware of his or her "I" in contact with the people around him or her and such a diverse world, to be aware of his or her actions, to foresee the consequences of his or her actions not only for himself or herself, but also for others. With this type of interaction, pedagogical activity is dialogic.

The child knows himself only in dialogue, entering into interaction with another subject, comparing himself with another, comparing his choices and his own. In our time, changes are taking place in the development of society, which lead to changes in the system of education and upbringing of the younger generation. These changes are manifested, first of all, in changing the model of education and upbringing: the child turns from an object of pedagogical influence into a subject of his own development. The role of adults in the process of the child's development also changes. An adult contributes to his development, creates conditions for self-development.

The nature of the relationship between the educator and the child determines the style of pedagogical activity. The style of communication inherent in the educator is one of the important aspects of the development of the personality of a preschool child. The style of pedagogical leadership can be defined as a set of methods of educational influence, manifested in a set of typical requirements and expectations for the appropriate behavior of the children. It is embodied in specific forms of organizing children's activities and communication and has appropriate methods of implementing the teacher's attitude to the child's personality, which is associated with the achieved level of professional and pedagogical activity. Consider the pedagogical communication styles of the educator: authoritarian, democratic, liberal. Democratic communication style The most convenient and effective for the child is the democratic style of interaction. It is characterized by extensive communication with students, trust and respect for them. The educator can establish emotional contact with children without suppressing them with violence and punishment.

In communicating with his students, a democratic educator is guided mainly by positive assessments. He also needs feedback from children on how they perceive certain forms of joint activity. A teacher of a democratic communication style knows how to admit mistakes. In his work, such a teacher stimulates the mental activity of his students and encourages them to achieve success in cognitive activity. In groups of students who are characterized by democratic views on communication, favorable conditions are created for the formation of children's relationships, a positive emotional atmosphere of the group.

The democratic style ensures friendly understanding between the educator and the students, instills positive emotions, self-confidence in children, and gives an understanding of the importance of cooperation in joint activities. With a democratic style of pedagogical activity, the child is treated as an equal partner in communication and cognitive activity. The educator involves children in decision-making, takes into account their opinions, encourages independence of judgments, takes into account not only academic performance, but also personal qualities. Methods of influence are encouragement to action, advice, asking questions, etc. Educators of a democratic style of interaction are characterized by great professional stability, satisfaction with their profession.

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