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## Principles of Formation of Foundations of Senior Preschool Children's Social Activity

Natalia Ivanova<sup>a</sup>, Elena Timoshina<sup>a</sup> \*

*Cherepovets state university, Institute of pedagogy and psychology, Lunacharskaya st. 5 Cherepovets 162600 Russia*

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### Abstract

This article discusses the need for and the possibility of developing the foundations of such a significant social situation in modern personal qualities as a social activity, ranging from preschool age. Also it reveals the essence and provides the rationale for the most important principles of construction technology of formation of a given quality older preschoolers: development, concentricity, complex-thematic, integration, eventfulness. Technology formation of social activity was tested in conditions of kindergarten in Cherepovets (Russia). Results of research conducted in the experimental group demonstrate its effectiveness: the number of children increased initiative and executive with a predominance of initiatives reduced the number of impulsive and passive children increased the activity of teachers and parents.

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### 1. Introduction

Contemporary social situation necessitates a socially active person. Philosophical, sociological, psychological and pedagogical studies show that social activity is not generated spontaneously and deliberate, but systematic work on its development beginning from preschool age is required [1:49]. The main public documents related to preschool education show the same: e.g. The law of the Russian Federation on Education and Federal state

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\* Corresponding author. Tel.: +7-921-132-10-98.

E-mail address: [timoshina1965@yandex.ru](mailto:timoshina1965@yandex.ru)

educational standards of preschool education (FSES). Analysis of the theoretical sources as well as the effective educational preschool programs and technology showed that the tasks of formation of the foundations of integrative qualities of preschool children, including the social activity, are put but there is no corresponding technology. Consequently, one of the urgent problems of both theoretical and practical pedagogy is creating educational technology of development of children's social activity corresponding to targets and values of the modern society and education. That has been the purpose of innovation activity of the teaching staff of the municipal budget preschool educational institution «Child development center – kindergarten № 116», Cherepovets.

In modern psychological studies social activity is considered as systemic property of a person. Studies concerning motivation and needs of a person are essential for understanding the origins of the human's social activity [2:5]. The needs becoming stimulus, motives, and values determine the direction of the individual's behavior and activity, characterize him as an active or passive person. These positions are fully consistent with the essence of axiological approach, based on which we do attempt to create the technology of forming the foundations of senior preschool children's social activity.

From the pedagogical point of view the person is regarded as an object of influence that can change under the influence of specially created pedagogical conditions and his own activity as a result of social activity and behavior. The unit of analysis of a person is the pedagogical situation where the consciously set goal is realized. The form of presenting the goal will influence the child's acceptance. Consequently, considerable attention must be paid to the choice of methods of organizing children's activity. It is important that the methods do not contradict the objectives. It is essential the methods to be optimal in terms of solving the problems of forming the foundations of activity. In addition to the above mentioned, pedagogical situation as the unit of analysis of a person includes changes in the personality as well. These changes include specific and socially relevant knowledge, skills and proper qualities of the person and the ability to perform actions. According to V.G. Maralov and V.A. Sitarov's opinion the main thing is that the pedagogical situation has some social charge and contributes to solving the tasks of formation of the personality [3:170].

Thus from the pedagogical point of view the development of a socially active person is the creation of a coherent system of pedagogical situations in the process of education, including socially valuable purposes, optimal forms and methods, as well as socially significant changes in the person becoming apparent in the active, conscious and independent activity and behavior. This conceptual position is the basis for the development of the technology forming the foundations of senior preschoolers' social activity.

## 2. Method

In the context of our study, two types of pedagogical situations determined by the researchers are of great interest. They are task situations and problem situations [3:179].

Situation-tasks are socially valuable and contribute to the development of the complex of qualities called diligence, while problem situations form creative activity and focus on the initiative. Optimal combination of diligence and initiative forms the basis of the person's activity. The researchers (V.G. Maralov and V.A. Sitarov) note that the use of problem situations does not solve the tasks of formation of a socially active person, as initiative is not supported by reasonable diligence, and therefore orderliness and discipline, promotes a self-confident person who is able to take the initiative, but is not always able to realize it. Thus the technology of formation of the foundations of senior preschoolers' social activity is based on a reasonable system of task situations and problem situations.

The fundamental *principles* of formation of the technology and selection of its contents are considered to be:

- development: the main purpose is the development of a child carried out by selecting the technology of the problem lesson of Elena Leonidovna Melnikova [4:19] as the priority means. We attempt to adapt this technology to senior preschool age. The authors and the reviewers consider the technology to be universal. The technology is applied to any age and subject.

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