



# Scientific and Methodological Basics of Formation of Preschoolers' Readiness for Social and Personal Orientation

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## Abstract

The article deals with the theoretical justification and development of a model of the formation of readiness for social and personal orientation of preschoolers, as well as the evaluation of the pedagogical conditions of such formation. The leading approaches to studying the problem are the social and cultural approach, the system approach, the activity approach, and the anthropological approach that constitute the theoretical and methodological basis of the readiness under consideration.

The article presents the theoretical review of the literature related to the problem of formation of readiness for social and personal orientation of preschoolers at additional education institutions. The definitions of the following terms are given: "social and personal orientation", "readiness for social and personal orientation of preschoolers", and "formation of readiness for social and personal orientation of preschoolers". The article describes the main components of the structure of readiness for social and personal orientation of preschoolers – personal, cognitive, and activity components. The model of the formation of readiness for social and personal orientation of preschoolers at additional education institutions is elaborated. The main components of the model – theoretical and methodological, target, content, process, and resultative and evaluative – are presented and characterized in detail. The pedagogical conditions of implementing the model are justified and tested. The results of the summative and formative assessment and the control experiment are presented and analyzed. The pilot testing was carried out at additional education institutions in Saransk, Republic of Mordovia. The theoretical analysis of the literature on the topic and the empirical methods have been used in the research.

The relevance of the research aimed at studying readiness for social and personal orientation of preschoolers at additional education institutions is defined by the fact that the obtained results contribute to the successful social orientation of children of this category in society.

**Keywords:** *Readiness for Social and Personal Orientation of Preschoolers, Formation of Readiness for Social and Personal Orientation of Preschoolers at An Additional Education Institution.*

## 1. Introduction

Currently, global changes occur in the functioning of the Russian society that affect the activity of one of the most important social institutes – additional education. Additional education functions on the basis of the society's mandate and is reviewed in several strategic documents [1, 2, 3] that direct additional education towards not only provision of a wide range of education services, but also towards socialization and orientation of children to life in society.

In Russia, there are a great many additional education institutions that differ in their focus (music school, art school, sports school, etc.) and their age characteristics (additional education for children and adults and professional additional education). Within the research, the institutions related to preschoolers are of interest as during this period a child actively cognizes the surrounding world through communication and interaction, mastering social norms and rules of behavior, as well as formation. The process is based on readiness for social and personal orientation that contributes to developing the qualities of a child's personality, understanding the social role and norms of social behavior, and mastering various types of activity, including social and personal activity, as well as comprehension of the surrounding social and personal environment and inclusion in it.

The relevance of studying the problem of readiness for social and personal orientation is determined by the requirements of the Federal State Educational Standard of Preschool Education that underlines the necessity "...to create the conditions for developing a child's personality that would open the possibilities for the child's positive socialization and personal development based on cooperation with adults and peers and correspond to types of activity...". The results of the analysis of this document confirm that it is necessary to form such qualities in a child that would allow the child to adapt and socialize in society. However, this process is prevented by insufficient development of the social and personal trend in working with children, as well as the absence of task-oriented work of teachers and parents regarding this. The analysis of Russian [4-7] and foreign [8-10] works allows stating that the preschool age is especially significant for forming readiness for social and personal orientation as this age is a sensitive period for manifesting the main psychological neoformations, the social situation of development and the leading type of children's activity that create conditions for successful social adaptation and socialization in modern society.

Based on the conducted analysis of the theory and practice, the authors identified the problem regarding the necessity to resolve the following contradictions – between the increased requirements modern society sets for the personality of a preschooler and the insufficient level of formation of readiness for social and personal orientation that ensures the successful inclusion of a preschooler

in society; between the necessity to form such readiness for social and personal orientation of preschoolers at additional education institutions and poor development of the model that ensures the implementation of this process; and between the necessity to create a model of formation of readiness for social and personal orientation of preschoolers and the absence of pedagogical conditions that ensure its implementation at additional education institutions.

The above-mentioned circumstances and the described contradictions allow formulating the objective of the research – to provide a theoretical justification of the model of the formation of readiness for social and personal orientation of preschoolers, to develop the model, and to evaluate the pedagogical conditions for the implementation of the model.

## 2. Literature review

The methodological basis of the research includes the concepts of additional education for children [11, 12]; provisions on a person's socialization [13, 14]; the ideas of social adaptation [15-18]; and the theories of the development of a preschooler's personality [4, 5].

The theoretical background includes the studies of the problems of additional education [19]; concepts of a child's socialization and social adaptation [13, 20]; works related to social adaptation of children to various conditions of the social environment [15, 21, 22]; works that describe readiness as the problem of personal attitude towards the activity [23]; theoretical concepts that describe the common factors and conditions of development of a preschooler's personality [5, 6, 24]; and works related to studying the essence and specific features of social and personal orientation [25].

The analysis of the psychological and pedagogical works [25] allowed determining the context of the key term of the research using the following components: 1) "social and personal orientation" and 2) "readiness" [25].

Within the context of the research, the term "social and personal orientation" is described taking into account the works by Ryabova who defined it within the following approaches: 1) *social and cultural* (Bocharova, Galaguzova, Mudrik, etc.); 2) *system approach* (Anokhin, Ananyev, Yudin, Blauberg, etc.); 3) *activity approach* (Leontyev, Rubinshtein, Galperin, Talyzina, etc.); and 4) *anthropological approach* (Kulikov, Slobodchikov, Bim-Bad, etc.).

Ryabova regards the key term in two senses – a wide sense and a narrow one. Thus, in the wide sense the author defines the term as "... an integral hierarchical system of social and personal needs and motives, which sets the structure of values and subjective meanings, the specific features of relations toward the world and with the world, and the direction of the main lines of behavior.... and is a product of the process and the result of socialization that guarantees the formation of a person's ability to comprehend the social environment, to include oneself into it, and to master various types of activity", and in the narrow sense as a certain ability of a person that ... occurs during the socialization, is characterized by the direction... towards the comprehension of the social environment, and ensures the inclusion of a child in society and mastering various types of activity [26]. Parfyonova characterizes it as "... the ability of a personality that manifests itself in the fact that students master knowledge, skills and practice-oriented experience, and ensures the formation of the social and personal activity" [27]. Thus, the theoretical analysis and the summarization of the above allow defining the key term of the research – the "social and personal orientation" – as the ability of a person that contributes to developing its qualities, mastering various types of social and personal activity, and comprehending the surrounding social and personal environment and inclusion in it [28].

According to the logic of the research, in order to identify the essence and the structural components of readiness for social and personal orientation of children, the initial key term "readiness" should be considered.

The analysis of the psychological and pedagogical [23, 24] works demonstrates the multiple meanings and the multidimensionality of the scientific definitions of "readiness" and the absence of a unified opinion and the generally accepted theoretical unambiguousness in understanding the term. Thus, in the general theoretical aspect, the category of "readiness" is used to study various states and abilities of a person, is defined as an integral phenomenon and, according to many authors, is considered to be the fundamental condition of successfully completing this or that activity.

Within the research, the term "readiness for social and personal orientation" is of interest. In Ryabova's works, this term is defined as "... a stable system of personally-meaningful abilities, experience, and knowledge... skills required for successful inclusion in the social and personal environment and mastering various types of social and personal activity" [26]. Parfyonova considers the term as "...an integral characteristic that manifests itself in mastering knowledge, skills and practice-oriented experience, and ensures the formation of personal qualities, comprehension of social environment, inclusion in society, and mastering various types of social and personal activity" [27].

Summarizing the results of the theoretical analysis of the works by the above authors, "readiness for social and personal orientation" is regarded as "an integral characteristic that manifests itself in active cooperation of a person with the surrounding environment, in mastering knowledge, skills, and practice-oriented experience that allow to successfully include oneself in the environment and master the social and personal activity" [29].

Ryabova elaborated the essence of the structure of readiness for social and personal orientation as "... the unity of components, their interaction and coherence" [26]. The analysis and characteristics of the structural components of "readiness" are described in the works by Druzhinin [30], Krutetsky [31], Sanzhaeva [32], Haynes [33], etc.

Summarizing the results of the theoretical analysis of the literature, one may state that there is no unified understanding of the structural elements of "readiness" among the authors. For example, Druzhinin, characterizing the components of readiness, identifies such components as motivational, operational, and informational; Sanzhaeva identifies five components in the structure of readiness for activity – motivational, orientational, operational, volitional, and evaluative [32]; Krutetsky regards the structure of readiness for activity through the following structures – positive attitude towards activity; interests and inclinations of a person; characteristic features; psychological state; and knowledge and skills [31].

Following the specific features of the research, it should be noted that Ryabova and Parfyonova identify the following structural components of readiness for social and personal orientation (the components of readiness for activity identified by Parfyonova have an absolutely different content): personal, cognitive; and activity-based [25].

Further, one should consider the structure of readiness for social and personal orientation of children taking into account the specific features of the preschool age. Thus, the formation of a person, the character of his/her activity, cognitive development, etc. depend on various individual and age peculiarities of a person that should be taken into account in the educational process. Each age stage has its own specific features and possibilities in development. The analysis of the scientific works [4, 5] shows that the main characteristics of each age development stage are, first, the main age neoformations, second, the social situation, and, third, the leading activity.

Elkonin identifies such main psychological neoformations of the preschool age as 1) occurrence of the first schematic contour of the integral child's view of life; 2) the first ethical instances; 3)

coordination of motives; 4) voluntary behavior, that is, the behavior, which is mediated by certain behavior; 5) personal conscience of a child's limited place within the system of relations with adults, the interest towards carrying out the socially relevant activity occurs; and 6) the internal position.

Vygotsky understands the social situation of development as "... a totally unique, exclusive, one and only relationship between a child and the surrounding reality (first of all, social) that is specific for this age" [4]. The social situation of a preschooler's development manifests itself in contacts with adults and "ideal" grown-ups.

Elkonin understands the leading activity as the activity that preconditions the main changes occurring in psychic processes and psychological peculiarities of a child's personality at a certain stage of development. According to Vygotsky, the role-play is the leading activity of a preschooler [4]. Leontyev states that play is the main instrument of the process of cognition and exploration of the surrounding reality by a child.

The analysis of the above demonstrates that the main age neoformations, the social situation of development, and the leading activity of a preschooler allow considering this age period as the most beneficial for forming readiness for social and personal orientation. Thus, taking into account the works of Ryabova and Parfyonova, the main components of the structure of preschoolers' readiness for social and personal orientation in the research are the personal component, the cognitive component, and the activity-based component. The components are described below taking into account the above-mentioned specific features of the preschool age.

*The personal component* of preschoolers' readiness for social and personal orientation is defined as the aggregate of personal qualities contributing to carrying out various types of social and personal activity. The main elements of this component are 1) value orientations; 2) motivation; 3) emotional well-being; and 4) integral qualities of a person [28]. *The cognitive component* of preschoolers' readiness for social and personal orientation contributes to the formation and development of those cognitive processes that ensure the formation of the system of knowledge about social and personal activity and its various types of this category of children. The authors have identified the following elements of this component: 1) elementary perceptions of oneself and of the surrounding world; 2) elementary social and cultural perceptions; 3) elementary perceptions of the social and personal activity; and 4) elementary perceptions of the norms and rules of behavior in society [29]. *The activity-based component* of preschoolers' readiness for social and personal orientation is defined as the formation of skills that allow carrying out the social and personal activity. This component includes the following skills: 1) general intellectual skills; 2) general labor skills; 3) social and personal; and 4) communicative skills [28].

The formation of preschoolers' readiness for social and personal orientation is of interest within the research; such formation is defined as a task-oriented process of formation of a child's personal qualities in various types of activity aimed at developing a child's interests, intellectual curiosity, and cognitive motivation; mastering the norms, requirements, and values accepted in society; the fundamentals of safe behavior in life, in society, and in nature that ensure mastering the social role, cognition of social and personal environment, and unharmed entrance in society.

Within the framework of the research, the authors have developed a model of the formation of preschoolers' readiness for social and personal orientation at additional education institutions that includes the following components – first, theoretical and methodological; second, target-oriented; third, content-related; fourth, process-related; and fifth, resultative and evaluative. The components are described in detail below.

*The theoretical and methodological component* of the model is based on the social mandate; the regulatory documents (the Federal Law of the Russian Federation "On Education in the Russian Federation" No. 273-FZ dated December 29, 2012; the

Federal State Standard of Additional Education [34] and the methodological characteristics (personal, activity-based, system, and environmental approaches). The *target-oriented component* includes the targets and tasks of working on preschoolers' readiness for social and personal orientation at additional education institutions. The *content-related component* is determined by the Federal State Standard of Additional Education, education plans, and programs of additional education within which the areas of education are updated, as well as by the content of children's social and personal orientation program "Social and personal orientation". The *process-related component* ensures the process of preschoolers' readiness for social and personal orientation using specially selected forms (groups, individual, front), methods (motivation and stimulation of the experience of children's behavior and activity, etc.), means (visual aids, didactic aids, audio- and video materials, computer-based presentations, educational games, etc.). This component of the model allows carrying out the stages of work on forming preschoolers' readiness for social and personal orientation at additional education institutions: developing preschoolers' motives, interests, and intellectual curiosity; activating the elementary social and personal perceptions of preschoolers; forming the elementary social and personal knowledge and skills; using the social and personal knowledge and skills in various types of activity, including the social and personal activity; and expanding the experience of such activity. The *resultative and evaluative component* includes *criteria, indicators and levels* of formation of the above-mentioned components of preschoolers' readiness for social and personal orientation at additional education institutions. The stages of monitoring are defined within it – organizational monitoring, diagnostic monitoring, analytical and interpretation monitoring, and the final monitoring.

In order for a child to adapt successfully to the surrounding reality, the main aspect is to identify, justify, and test the pedagogical conditions of functioning of this process. The authors have identified the following conditions of successful implementation of the model of formation of the above-mentioned components of preschoolers' readiness for social and personal orientation at additional education institutions: first, to create a developing environment; second, to organize psychological and pedagogical support to children; and third, to implement the interaction of professionals [35].

### 3. Methods

The created model of the formation of preschoolers' readiness for social and personal orientation is used as the basis of the pilot testing that was performed in 2014-2017 and included summative and formative assessment and the control experiment. The pilot testing was carried out at the following additional education institutions in Saransk, Republic of Mordovia: the Extended Day School at the Federal State Budgetary Educational Institution of Higher Education "The Mordovia State Pedagogical Institute" named after M.E. Evseviev, the children's club Umicity, the early development school Kolokolchik, the development school Pochemuchka, and the children's club Romashkovo. 120 preschoolers took part in the experiment. During the experiment, the children were divided into the control group (CG) of 60 children and the experimental group (EG) of 60 children as well.

The pilot testing was aimed at testing the pedagogical conditions of implementing the model of the formation of preschoolers' readiness for social and personal orientation. The tasks were the following: to develop the diagnostic instruments aimed at determining the level of formation of preschoolers' readiness for social and personal orientation; to study the effectiveness of the pedagogical conditions that ensure implementation of the model of formation of preschoolers' readiness for social and personal orientation; and to conduct a comparative analysis of the results of the summative and control assessment. The process of forming the

preschoolers' readiness for social and personal orientation was the object of the experiment, and the pedagogical conditions that ensure successful functioning of the model of the formation of preschoolers' readiness for social and personal orientation were the subject.

The following methods were used in the research – theoretical (analysis of Russian and foreign works related to the topic) and empirical (summative and formative assessment and the control experiment).

#### 4. Results and Discussion

The summative assessment of the pilot testing was aimed at identifying the level of formation of the above-mentioned preschoolers' readiness. The methodology of the experiment included three series of tasks, each being aimed at studying the main structural components of preschoolers' readiness for social and personal orientation at additional education institutions. Thus, the analysis of problem situations was used to study the personal component, a questionnaire was used to study the cognitive component, and practice-oriented tasks were used to study the activity-based component [36]. The method of summarizing independent characteristics was used to collect additional information regarding the children. The data obtained in the course of the research were recorded in protocols and then summarized and systematized.

The preschoolers' readiness for social and personal orientation was studied using the identified *criteria, indicators* and *levels* of formation. The criteria for the formation of the above-mentioned components of readiness may be the following: a *criterion of the personal component of readiness* (value-based orientations, motivations, emotional well-being, and integral qualities of a person); a *criterion of the cognitive component of readiness* (elementary perceptions of oneself and of the surrounding world; *elementary perceptions of the norms and rules of behavior in society*; elementary perceptions of the social and personal activity; and elementary social and cultural perceptions); and a *criterion of the activity-based component of readiness* (the aggregate of such skills as general intellectual skills, communicative skills, general labor skills, and social and personal skills).

Further, *indicators* should be identified for each criterion. The *indicators of formation of the personal component of readiness* for social and personal orientation of preschoolers are the following – moral qualities of a person: kindness (kind), mercy (merciful), truth (truthful), lie (lying), conscience (conscientious), and care (careful); compliance with the norms, rules, and principles of behavior accepted in society; adequate attitude towards the surrounding world, other people, and oneself; manifesting motives for various types of activity, cognition of the surrounding world, keeping positive relationships with peers and adults; positive emotional temperature of children towards themselves and towards other people; understanding the emotional state of people; emotional comfort of a child in a family; child's relations with peers; initiative, independence, responsibility, resoluteness, and determination of children.

The *indicators of formation of the cognitive component of readiness* for social and personal orientation of preschoolers are the following: possessing elementary perceptions of a child him/herself and its inner circle; of things and objects of the surrounding world; of properties and relations of objects of the surrounding world (form, color, size, material, sound, rhythm, tempo, quantity, number, a part and the whole, the space and time, movement and stillness, causes and effects, etc.); of the intended use of things, their properties and qualities and the possibilities of using in society; perceptions of the table manners; knowledge of the rules of body culture and speech etiquette; the rules of behavior in public places; the rules of behavior in a kindergarten, in a library; rules of behavior in various life situations; possessing elementary perceptions of the surrounding social reality, of the

types of activity that are socially significant and important for a person; perceptions of a family, family and relative relations; perceptions of the small motherland and the Motherland; of the many countries and peoples in the world; and the social and cultural values of our people.

The *indicators of the activity-based component of readiness* for social and personal orientation of preschoolers are the following: the skill of attributing the properties of a thing to the set standards and modelling dimensional figures; the skill of performing the intellectual operations of analysis, synthesis, comparison, summarization, and classification, the skill of identifying the essentials, drawing analogies, presenting information in a structured fashion, and establishing cause-and-effect relationships; initial mathematical skills; the skill of orienting oneself in space; the skill of setting and keeping the goal of activity; analysis of a sample and the conditions of a task, planning the objective and practical activity; organizing one's work place, selecting necessary materials and tools in a rational manner, careful handling of tools, complying with the labor hygiene and safety rules; self- and inter-control, assessment and perfection of activity; the personal care skill; the skills related to eating; the skills related to elementary movements; the homecare skills; the skills on entering the communication process; the skill of coordinating one's actions and opinions with others; the skill of sharing one's interests and mood with communicative partners; and the skill of assessing one's emotional behavior and one another.

The level characteristics of the formation of the components of readiness should be described in more detail. Thus, the *high level of formation of the personal component* of readiness for social and personal orientation demonstrates that children show interest in social and personal activity and its various types, they have formed motivation, moral and integrative qualities that are the basis of the social and personal activity; the *medium level* demonstrates that children show interest in social and personal activity and its various types, they have partially formed motivation, moral and integrative qualities that are the basis of the social and personal activity; the *low level* demonstrates that children do not show interest in social and personal activity and its various types, they have poorly formed motivation, moral and integrative qualities that are the basis of the social and personal activity; and the *non-formed level* demonstrates that children do not show interest towards social and personal activity and its various types, they have no formed motivation, moral and integrative qualities that are the basis of the social and personal activity.

The *high level of formation of the cognitive component* of readiness for social and personal orientation demonstrates that children possess elementary social and personal perceptions required for carrying out social and personal activity; the *medium level* demonstrates that children do not possess elementary social and personal perceptions required for carrying out social and personal activity to a full extent; the *low level* demonstrates that children possess poor elementary social and personal perceptions required for carrying out social and personal activity; and the *nonformed level* demonstrates that children possess no elementary social and personal perceptions required for carrying out social and personal activity.

The *high level of formation of the activity-based component* of readiness for social and personal orientation demonstrates that children have formed practice-oriented skills required for carrying out social and personal activity and its various types; the *medium level* demonstrates that preschoolers have formed these skills but still face some difficulties; the *low level* demonstrates that children have formed poor practice-oriented skills required for carrying out social and personal activity; and the *nonformed level* demonstrates that children have not formed any practice-oriented skills.

The analysis of the data of summative assessment allowed identifying four levels of readiness for social and personal orientation: high, medium, low, and non-formed. The results of the formative assessment could be presented as follows: 5% of the

children in the EG possessed the high level of formation of readiness for social and personal orientation, 25% of the children – medium level, 65% – low level, and 5% – nonformed level. The same trend was found in the CG: 10% of the children had a high level of formation of readiness, 25% – medium level, 60% – low level, and 5% – nonformed level.

The results of the analysis show that most children both in the CG and in the EG have a low level of formation of readiness for social and personal orientation, which is characterized by poorly formed personal, cognitive, and activity-based components. Thus, the analysis of the obtained results confirms the necessity of focused effort regarding the formation of preschoolers' readiness for social and personal orientation at additional education institutions in order to ensure their successful social orientation.

The formative assessment was aimed at checking the effectiveness of pedagogical conditions that ensured implementation of the model of the formation of preschoolers' readiness for social and personal orientation at additional education institutions.

Below are presented the results of the implementation of pedagogical conditions that the authors tested during the formative assessment carried out in the 2015-2016 school year at the Extended Day School at the Federal State Budgetary Educational Institution of Higher Education "The Mordovia State Pedagogical Institute" named after M.E. Evseiev.

During the implementation of the first pedagogical condition – creating a developing environment, the authors drew up the regulation on creating such environment in the Extended Day School that included several positions, for example, the main categories, the main functions and principles, the main requirements to the structural and content-related execution of the environment, etc. The second condition (organizing psychological and pedagogical support to children) was implemented in stages: 1) diagnostic stage – collecting necessary information on preschoolers and analyzing it; 2) projective stage – developing required recommendations of specialists for children and their parents; 3) activity-based (main) stage – implementing a specially developed and organized system of lessons according to the additional program "Social and Personal Orientation": and 4) reflexive stage – analyzing the implementation of the set tasks of psychological and pedagogical support, and making conclusions regarding the effectiveness of the activity of specialists of additional education aimed at creating conditions for successful integration of a child in the surrounding social and personal environment. The implementation of the third pedagogical condition (interaction of a team of professionals) demonstrated the professional interconnection of all specialists in working with preschoolers. The specialists' work was based on the principles of understanding the common goal, joint efforts, respect towards all participants, etc. An educational psychologist coordinated the team's work. The specialists (an educational psychologist, speech therapist, special education teacher, social teacher, preschool teachers, and additional education teachers) showed a similar approach to each child and its parents and similar manner of work in all areas.

The control experiment was aimed at assessing the effectiveness of implementing the social conditions of implementing the model of the formation of preschoolers' readiness for social and personal orientation in additional education institutions. The experiment included the tasks of the summative assessment that were more complex. Children's responses were assessed according to the criteria set in the summative assessment.

The results of the control experiment could be presented as follows: 25% of the children in the EG possessed the high level of formation of readiness for social and personal orientation, 65% of the children – medium level, 10% – low level, and 0% – nonformed level. The same trend was found in the CG: 15% of the children had a high level of formation of readiness, 35% – medium level, 45% – low level, and 5% – nonformed level.

The results of the control experiment show that, upon training, there occurs a trend of transferring from the low level of formation

of readiness for social and personal orientation of the children in the EG to the higher one. The results of the children in the CG show positive dynamics, but their levels of formation are substantially lower. The obtained results show that a high level of formation can be achieved only in specially created pedagogical conditions.

Thus, according to the comparative analysis of the results of the summative assessment and control experiment, positive dynamics of formation of the components of preschoolers' readiness for social and personal orientation are shown. The obtained results confirm the effectiveness of the pedagogical conditions in implementing the model of the formation of preschoolers' readiness for social and personal orientation at additional education institutions.

## 5. Conclusion

In most cases, a child's socialization in new conditions depends on how the child has adapted and adjusted to the surrounding social and cultural environment, how the child masters various social roles, orientates himself or herself in new conditions, etc. This is preconditioned by the quality of formation of the social and personal orientation, which is one of the socialization mechanisms.

The authors have presented the definition of the term "readiness for social and personal orientation" in relation to preschoolers and identified the structure of readiness that includes personal, cognitive, and activity-based components. The components have the following elements: 1) the personal component – value orientations, motivation, emotional well-being; and the integral qualities of a person; 2) the cognitive component – elementary perceptions of oneself and of the surrounding world, elementary social and cultural perceptions, elementary perceptions of the social and personal activity, and elementary perceptions of the norms and rules of behavior in society; and 3) the activity-based component – general intellectual skills, general labor skills, social and personal, and communicative skills. During the research, the model of the *formation of preschoolers' readiness* for social and personal orientation was created. The structure of the model includes the following components: the theoretical and methodological component, the target-oriented component, the content-related component, the process-related component and the resultative and evaluative component. The research contains the theoretical justification and the results of the testing of the conditions contributing to implementing the model of the formation of preschoolers' readiness for social and personal orientation: creating a developing environment, organizing psychological and pedagogical support to children, and interaction of a team of professionals.

Testing of the conditions during the experiment contributed to the positive trend that showed the completed formation of all personal qualities of children, and their elementary social and personal knowledge and skills. This helped preschoolers to perceive the surrounding world and integrate into society, as well as master social and personal activity and its various types.

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