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**THE RESULTS OF EXPERIMENTAL WORK ON THE FORMATION OF READINESS
FOR SOCIAL AND EVERYDAY ORIENTATION IN OLDER PRESCHOOL CHILDREN
IN ADDITIONAL EDUCATION ORGANIZATIONS**

Ph. D. E. V. Barcaeva

Mordovian State Pedagogical Institute named after M.E. Evseviev, Russia
ORCID: 0000-0003-4021-0064
ezhovkina.elena@mail.ru

Dr. N. V. Ryabova

Mordovian State Pedagogical Institute named after M.E. Evseviev, Russia
ORCID: 0000-0002-0697-483X
ryabovanv@bk.ru

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Abstract

The article is aimed at the development and realization of a model for the formation of readiness for social and everyday orientation in older preschool children based on additional education, as well as at identifying the dynamics of older preschoolers' progress in mastering said readiness. The above-mentioned model is developed and its blocks are described in detail: the methodological block (includes the personality-oriented, sociocultural, systemic, activity, environmental, and anthropological approaches, the principles of integrity, scientific nature, accessibility, humanism, individualization, cooperation, creative activity, connection with life, and cultural relativity), the target block (aimed at the development of motives, interests, and needs of preschoolers), the content block (includes personal, cognitive, and activity components of social orientation readiness), the organizational and process block (includes the forms, methods, means, as well as the stages of readiness formation; pedagogical conditions for the functioning of this process based on additional education organizations), and the result and evaluation block (includes original diagnostic tools allowing one to evaluate the dynamics of the level of readiness formation).

Keywords

Readiness for social – Older preschoolers – Readiness formation

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Introduction

The problem of a person's socialization is in the center of attention of modern pedagogical science. The issues of socialization are examined both in Russian¹ and foreign studies². Being a wide concept, socialization includes the process and result of making, formation, and development of personality throughout life³. The success of socialization is defined by the readiness for social and everyday orientations, which is examined in our study as an integrative characteristic emerging in the individual's interaction with the surrounding sociocultural environment to master the knowledge, skills, and practice-oriented experience of social and everyday nature⁴.

The older preschool age is especially significant for the formation of readiness for social and everyday orientation since, at this age, a child masters role behavior, their experience of social contacts and learning the surrounding reality expands, and their communication skills are rapidly developing; the accumulation of moral experience and the acquisition of moral values take place; their emotional and will spheres are developing⁵.

The Federal State Educational Standard for Preschool Education (FSES PE) determines the relevance of the problem of the present study. It indicates the importance and the need for the formation of components of readiness for social and everyday

¹ N. F. Golovanova, *Sotsializatsiia i vospitanie rebenka: ucheb. posobie dlia stud. vyssh. ucheb. zavedenii* (Saint Petersburg: Rech, 2004); A. I. Kovaleva, "Kontseptsiiia sotsializatsii molodezhi: normy, otkloneniia, sotsializatsionnaia traektoriia", *SOTIS* num 1 (2013); A. V. Mudrik, *Sotsialno-pedagogicheskie problemy sotsializatsii* (Moscow: MSPU, 2016) y S. I. Rozum, *Psikhologiiia sotsializatsii i sotsialnoi adaptatsii cheloveka* (Saint Petersburg: Rech, 2006).

² M. Schmideberg, "Socialization and its disturbances", *International Journal of Offender Therapy and Comparative Criminology* Vol: 25 num 2 (1981): 114–121; L. F. Lowenstein, "Developing socialization in the young", *School Psychology International* Vol: 5 num 3 (1984): 175–180; Ja. Butcher, "Socialization of children's playground skill", *Perceptual and Motor Skills* Vol: 77 (1993): 731-738 y Ju. R. Harris, "Socialization, personality development, and the child's environments: comment on vandell", *Developmental Psychology* Vol: 36 num 6 (2000): 711–723.

³ E. V. Barcaeva; N. V. Ryabova y E. V. Zolotkova, "Scientific and Methodological Basics of Formation of Preschoolers' Readiness for Social and Personal Orientation", *International Journal of Engineering & Technology* Vol: 7 num 4.38 (2018): 54–59.

⁴ E. V. Barcaeva y N. V. Riabova, "Usloviia formirovaniia gotovnosti k sotsialno-bytovoi orientatsii detei starshego doshkolnogo vozrasta v organizatsiikh dopolnitelnogo obrazovaniia", *Gumanitarnye nauki i obrazovanie* Vol: 10 num 3 (2019): 11–16; N. V. Riabova y E. V. Barcaeva, "Modelirovanie protsessa formirovaniia gotovnosti k sotsialno-bytovoi orientatsii detei starshego doshkolnogo vozrasta v organizatsiikh dopolnitelnogo obrazovaniia", *Gumanitarnye nauki i obrazovanie* Vol: 10 num 4 (2019): 88–95; N. V. Riabova y E. V. Barcaeva, "Nauchno-prakticheskie osnovy formirovaniia gotovnosti k sotsialno-bytovoi orientatsii starshikh doshkolnikov v organizatsiikh dopolnitelnogo obrazovaniia", *Samarskii nauchnyi vestnik*. Vol: 8 num 2(28) (2019): 310–315 y E. V. Barcaeva y N. V. Ryabova, "Readiness of senior preschool children to adapt to social and everyday conditions", *International Journal of Innovative Technology and Exploring Engineering* Vol 9 num 1 (2019): 2287–2297.

⁵ V. Finnie y A. Russell, "Preschool children's social status and their mothers' behavior and knowledge in the supervisory role", *Developmental Psychology* Vol: 24 (1988): 789–801; N. Veraksa y B. van Oers, "Early childhood education from a Russian perspective", *International Journal of Early Years Education* num 1 (2011): 5–18; S. V. Kakhnovich, "Formation of the learning skills in preschool children in artistic and creative activity", *International Research Journal* Vol: 7 num 38 (2015): 28–29 y S. I. Vasenina; N. V. Vinokurova y E. N. Kirkina, "Formation of spiritual and moral culture of preschool children in the process of leisure activities", *Perspektivy Nauki i Obrazovania* Vol: 4 num 34 (2018): 175–182.

orientation in preschool children: “basic norms and values accepted in society; the development of the communicative aspect of children’s speech; [...] readiness for joint activity with adults and peers; [...] respectful attitude and the sense of belonging to one’s family and the community of children and adults, [...] positive attitudes towards various types of labor and creativity, [...] the basics of safe behavior in everyday life, society, and nature; [...] primary ideas about themselves, other people, objects of the environment, about the properties and relationships of objects of the world, etc.”. At present, there are opening possibilities for the formation of readiness for social and everyday orientation of children from the category of interest to us in the organization of not only preschool but also additional education.

Thus, the objective of the present study is the development and realization of a model for the formation of readiness for social and everyday orientation in older preschool children based on additional education, as well as the identification of the level of formation of said readiness and the analysis and comparison of the results with the data from the confirmatory experiment stage.

Literature Review

The concept of a “model” in pedagogical research is covered in the studies by Iu. K. Babanskii⁶, V. I. Zagviazinskii⁷, I. A. Kolesnikova⁸, V. P. Mizintsev⁹, A. M. Novikov and D. A. Novikov¹⁰, N. G. Salmina¹¹, A. V. Khutorskoi¹², and others.

In a broad sense, a model is a constructed structure that recreates a part of reality in a simplified and graphic manner. N. N. Moiseev and P. S. Krasnoshchekov understand the concept of a model in a narrower sense as simplified knowledge that contains certain information about the object and represents its certain specific characteristics¹³. V. A. Shtoff understands a model as a system that displays and reproduces the essential properties and relationships of the original replacing it and giving new information about it¹⁴. I. A. Kolesnikova views a model as an example provided in a form of a scheme (or a description) that reflects (or recreates) a structure, properties, and relations between the elements of an object (or phenomenon) in a simpler form¹⁵.

Based on the definitions provided by the above-mentioned authors, in our study, we developed and described a model for the formation of readiness for social and everyday orientation in older preschool children in the additional education context. The model presents an artificially created image of an object (“designed object”) providing the

⁶ Iu. K. Babanskii, *Izbrannyye pedagogicheskie trudy*. M. Iu. Babanskii (Moscow: Pedagogika, 1989).

⁷ V. I. Zagviazinskii, *Pedagogicheskoe tvorchestvo uchitelia* (Moscow: Pedagogika, 1987).

⁸ I. A. Kolesnikova y M. P. Gorchakova-Sibirskaya, *Pedagogicheskoe proektirovanie* (Moscow: Akademiia, 2005).

⁹ V. P. Mizintsev, *Primenenie modelei i metodov modelirovaniia v didaktike* (Moscow: Znanie, 1977).

¹⁰ A. M. Novikov y D. A. Novikov, *Metodologiya nauchnogo issledovaniia* (Moscow: Librokom, 2009).

¹¹ N. Iu. Salmina, *Imitatsionnoe modelirovanie* (Tomsk: El Kontent, 2012).

¹² A. V. Khutorskoi, “Kak diagnostirovat i otsenivat rezultaty vospitaniia?”, *Vospitanie shkolnikov* num 4 (2018), 3–12.

¹³ N. N. Moiseeva y P. S. Krasnoshchekova, *Matematicheskie metody v issledovanii operatsii* (Moscow: Moscow State University Publishing House, 1981).

¹⁴ V. A. Shtoff, *Modelirovanie i filosofiiia* (Moscow: Nauka, 1966).

¹⁵ I. A. Kolesnikova y M. P. Gorchakova-Sibirskaya, *Pedagogicheskoe proektirovanie* (Moscow: Akademiia, 2005).

opportunity to integrally perceive the main characteristics and the structure of the formation of said readiness in the pedagogical system of additional education in a simplified and illustrative form¹⁶. The developed model determines the logic of the formation of readiness for social and everyday orientation, demonstrates the main properties and relations between its components, integrates the goals, the objectives, the content, the process, and the expected result.

In pedagogical science¹⁷ the traditional method for constructing a model is based on identifying the methodological block, the target block, the content block, the organizational and process block, and the result and evaluation block²⁸. Here we provide a characterization of these model blocks in the context of our study. *The methodological block* of the model includes the complex of research approaches and methods. The developed model is constructed based on the personality-oriented, sociocultural, systemic, activity, environmental, and anthropological approaches. The role of personality-oriented approach in the present study lies in the development of the individuality of older preschoolers. The sociocultural approach is applied in introducing older preschool children to sociocultural norms, rules, and traditions of the family, society, and state. The systemic approach manifests in a continuous and systematic study of the process of formation of readiness in additional education, in the organization and interaction of its elements. The role of the activity approach is found in the fact that the formation of said readiness takes place through activity (social and everyday). The environmental approach is deployed in relation to using the educational environment of additional education organizations for the formation of readiness for social and everyday orientation. The anthropological approach is found in the research being aimed at human knowledge and the study of interpersonal relationships and the human relationship with the surrounding world.

The analysis of FSES PE and scientific literature allowed us to identify the principles that constitute the basis of the model: the principles of integrity, scientific nature, accessibility, humanism, individualization, cooperation, creative activity, connection with life, and cultural relativity.

In our study, the principle of integrity is defined by the connection and harmonious interaction between the components of the process of formation of said readiness. The principle of scientific nature implies a sufficient level of reliable information received by older preschoolers in the process of formation of readiness for social and everyday orientation. The availability principle ensures the correspondence of the process of formation of readiness for social and everyday orientation to the specific characteristics of older preschoolers' development. The principle of humanism indicates the assimilation of respect for one's self, other people and the surrounding world as a leading value by older preschool children. The individualization principle ensures the formation of favorable conditions for personality development of every preschooler based on their individual characteristics. The cooperation principle involves the communication in the "teacher-child-parent" triad to achieve the set goals. The creative activity principle ensures the orientation towards including the independent acquisition of knowledge by older preschoolers in the process of

¹⁶ E. V. Barcaeva; N. V. Ryabova y E. V. Zolotkova, "Scientific and Methodological Basics of Formation of Preschoolers' Readiness for Social and Personal Orientation", *International Journal of Engineering & Technology* Vol: 7 num 4.38 (2018): 54–59.

¹⁷ A. V. Khutorskoi, "Kak diagnostirovat i otsenivat rezultaty vospitaniia?", *Vospitanie shkolnikov* num 4 (2018): 3–12 y I. P. Podlasyi, *Pedagogika: 100 voprosov – 100 otvetov: ucheb. posobie dlia vuzov* (Moscow: Vldos-press, 2013).

formation of their readiness for social and everyday orientation through independent problem statement and search for solutions. The principle of connection with life demonstrates the association of learning with the consolidation of knowledge and skills older preschoolers acquire in everyday life. The cultural relativity principle involves introducing older preschoolers to sociocultural norms.

The target block of the model is constructed considering the social demand of the government and society represented in the FSES PE, the Concept of Development of Additional Education for Children, and the Federal Law “On Education”. The essence of this component is defined, first, by the development of children’s motives, interests, and needs and, second, by their awareness of the importance of social and everyday activity. The stated goal is achieved through solving the following tasks: 1) promoting the development of interests, curiosity, and cognitive motivation among older preschoolers; 2) promoting the development of personally important integrative personality traits ensuring the development of readiness for social and everyday orientation (initiative, independence, responsibility, and determination); 3) contributing to the development of older preschoolers’ perception of the necessity and importance of social activities; 4) promoting the acquisition of the necessary social and everyday knowledge (about the various areas of human life and activity, etc.) and the formation of practical skills and experience allowing to understand the social environment and enter it in older preschoolers; 5) using the forms, methods, and means contributing to readiness development; 6) creating favorable pedagogical conditions for readiness development. *The content block* includes the following components of readiness for social and everyday orientation of older preschool children in additional education: 1) the personality component; 2) the cognitive component; 3) the activity component. A detailed description of the above-mentioned component was provided by us in previous publications¹⁸. *The process block* of the model is related to the justification of the stages of formation of readiness for social and everyday orientation of older preschool children in additional education, to the definition and implementation of the corresponding forms (group, individual, frontal), methods (motivation and stimulation of children’s behavior and activity, etc.), and means (visual aids, teaching aids, audio and video materials, computer presentations, educational games, etc.), as well as the identification of pedagogical conditions of successful functioning of this process. The formation of readiness is performed using various forms, methods, and means. The main learning sessions were carried out in the form of clubs and involved real-life situation modeling, roleplays, etc. Collective creative activities, social and educational projects, social tests, etc. were actively implemented in work with children. Game, health-saving, informational, and practice-oriented methods, as well as the elements of a problematic method present important instruments for the formation of readiness. Effective means are presented by written and oral speech, gaming and communicative activity, the means of information technology, and the means of development-inducing additional education environment including various teaching aids and so on. The process of effective formation of readiness for social and everyday activity may be carried out successfully if the identified pedagogical conditions are considered, namely: the actualization of social and everyday content of educational areas of the regional preschool education program included in the FSES PE; the development of the content aspect of the “Social and everyday orientation: step by step” club activity program; the realization of the multistage process of formation of readiness for social and everyday orientation of children based on additional education organizations; the organization of

¹⁸ E. V. Barcaeva; N. V. Ryabova y E. V. Zolotkova, “Scientific and Methodological Basics of Formation of Preschoolers’ Readiness for Social and Personal Orientation”, *International Journal of Engineering & Technology* Vol: 7 num 4.38 (2018): 54–59.

purposeful interaction between the subjects of additional education¹⁹. *The result and evaluation block* of the model is intended for the identification of the success of the process of formation of readiness for social and everyday orientation of older preschool children in additional education. We selected the criteria-diagnostic material necessary for monitoring the dynamics of the formation of the indicated readiness. Previously, we presented and described the main criteria in detail, identified the readiness formation indicators acting as the characteristics of these criteria, and determined the levels of formation of readiness for social and everyday orientation in older preschool children in additional education context²⁸.

The generalization and systematization of the acquired results of a confirmatory experiment demonstrate the low levels of readiness components formation. The majority of children from both the experimental and the control groups had a low level of formation of readiness for social and everyday orientation which manifested in the insufficiently developed interest in and motivation for social and everyday orientation, as well as the insufficient basic knowledge and skills allowing them to perform certain types of social and everyday activity²⁸. These results indicate the need for the organization of work on the formation of said readiness older preschool children based on additional education organizations.

Methods

The experimental work in question was conducted in the period from 2014 to 2019 and included the following stages: the confirmatory, forming, and control experiments conducted based on additional education organizations in Saransk, the Republic of Mordovia, Russia. In this article, we will focus on the results of the forming (Extended Day Center (EDC)) at the Mordovian State Pedagogical Institute named after M. E. Evsevev) and the control experiments ("Kolokolchik" EDC and early development school). The study involved theoretical (analysis of regulatory documents, Russian and foreign literature; generalization, systematization, and classification of research results) and empirical methods (forming and control experiment stages).

The objective of the forming experiment stage was the approbation of pedagogical conditions ensuring the effectiveness of the process of formation of readiness for social and everyday orientation of older preschool children in the additional education context. To conduct the above-mentioned experiment, we selected to sample groups (homogeneous by the components of readiness for social orientation) – the experimental group (EG) and the control group (CG). Compared to the CG, the work in the EG was organized using the suggested pedagogical conditions.

¹⁹ E. V. Barcaeva y N. V. Riabova, "Usloviia formirovaniia gotovnosti k sotsialno-bytovoi orientatsii detei starshego doshkolnogo vozrasta v organizatsiakh dopolnitelnogo obrazovaniia", *Gumanitarnye nauki i obrazovanie* Vol: 10 num 3 (2019): 11–16; N. V. Riabova y E. V. Barcaeva, "Modelirovanie protsessa formirovaniia gotovnosti k sotsialno-bytovoi orientatsii detei starshego doshkolnogo vozrasta v organizatsiakh dopolnitelnogo obrazovaniia", *Gumanitarnye nauki i obrazovanie* Vol: 10 num 4 (2019): 88–95; N. V. Riabova y E. V. Barcaeva, "Nauchno-prakticheskie osnovy formirovaniia gotovnosti k sotsialno-bytovoi orientatsii starshikh doshkolnikov v organizatsiakh dopolnitelnogo obrazovaniia", *Samarskii nauchnyi vestnik*. Vol: 8 num 2(28) (2019): 310–315 y E. V. Barcaeva y N. V. Ryabova, "Readiness of senior preschool children to adapt to social and everyday conditions", *International Journal of Innovative Technology and Exploring Engineering* Vol 9 num 1 (2019): 2287–2297.

To determine the success of the forming experiment, we organized and conducted the control experiment. The confirmatory experiment method was adapted to perform control testing demonstrating the dynamic of older preschool children's progress in the development of readiness for social and everyday orientation. The control stage of the experiment involved older preschool children who were also split into the CG and the EG. The tasks completed by children and their answers to these tasks were evaluated in accordance with the criteria and indicators established in preparation of the confirmatory experiment.

Results and Discussion

Here we provide a brief characteristic of the results of the forming experiment. The first pedagogical condition was implemented through the actualization of social and everyday content of educational areas of the regional preschool education program included in the FSES PE (by N. V. Vinikurova, S. I. Vasenina, and S. L. Ulanova). The analysis of the program allowed us to identify the following main directions of development of older preschool children accompanied by organized activity types: learning and speech development (including the "Learning", "Communication", and "Imaginative literature reading" areas); social and personality development ("Safety", "Socialization", "Labor"); physical development ("Physical education", "Health"); artistic and aesthetic development ("Artistic creativity", "Music"); and the regional component.

The above-mentioned areas of education are aimed at the formation of the necessary knowledge of the child's self and the world surrounding them, their understanding of themselves and others; the development of attentive attitude towards other people; the formation of moral and ethical norms and rules guiding behavior; the development of physical, emotional, and psychological well-being of children. Thus, the study and analysis of the educational areas of the regional program demonstrate that these areas present a social and everyday aspect allowing one to draw the attention of older preschoolers to the various phenomena of nature, society, etc. Therefore, the realization of the first condition ensures the formation of older preschoolers' interest in social and everyday activity and the enrichment of their basic knowledge of the surrounding world, which, in turn, contributes to their subsequent inclusion in society and the mastery of various types of social activities.

For the implementation of the second pedagogical condition, we developed the content of the "Social and everyday orientation" program approved in club activity with older preschoolers. The primary objectives of the program include, first, the formation of personally significant qualities of children; second, the formation of basic knowledge and skills; third, the formation of the ability to master practice-oriented social and everyday activity. Solving these problems will allow children to successfully engage in and adapt to the surrounding social and everyday environment. The program is composed of three modules including the moral and ethical, knowledge and learning, and experimental orientations. All learning sessions of the program are closely interconnected and have a practice-oriented nature due to the engaged activity of children. Therefore, the proposed model enriches all the above-mentioned areas of education and realizes its own specific features of social and everyday nature.

The realization of the third pedagogical condition ensured the step-by-step formation of the indicated readiness based on additional education organizations. We approved the following successively implemented and interconnected stages of work on the formation of readiness: first, the formation of children's motives, interests, needs, and curiosity; second, the activation of all basic social and everyday knowledge already available to preschoolers;

third, the formation of basic social and everyday knowledge and skills; fourth, the implementation of the acquired knowledge and skills in various activities and the expansion of the experience of social and everyday activities. The approbation of this condition contributes to the gradual accumulation of knowledge, the formation of necessary skills, and the acquisition of practical experience in preschoolers ensuring the success of its application in the specific types of social and everyday activity.

The realization of the fourth pedagogical condition was performed through the organization of purposeful interaction of the main subjects of additional education, namely children, administration, additional education teachers, specialized experts (defectologists, speech therapists, educational psychologists, social teachers), and parent. In the framework of close cooperation of all subjects of additional education, special work on the formation of older preschoolers' readiness of interest to us was carried out with parents. The interaction was carried out through discussions, seminars, round tables, consultations, group discussions, and workshops.

Next, we will focus on describing the results of the control stage of the experimental work (on the example of the cognitive readiness component). The starting level of mastery over the indicated component in older preschoolers from the EG and the CG was approximately equal. The analysis of the results on the cognitive component of readiness for social and everyday orientation in the EG children demonstrated a positive formation dynamic compared to the results of the confirmatory experimental work stage.

The basic knowledge of children from the EG became more precise and wide, as well as logical and systematized. This group of children demonstrated a focus on social and everyday orientation. Older preschoolers tried to analyze the arising situations, select the necessary information, started to use the basic generalizing concepts, attempted to establish the basic cause and effect connections between the objects and phenomena of the environment that were of interest to them, as well as its significant defining characteristics. Children mastered the basic norms and rules of behavior in society, as well as certain knowledge of social and everyday nature. The respondents tried to structure the algorithms of their work correctly and orient well in the process of interaction with other people. The basic knowledge of CG preschoolers was less formed: it was non-systematic, the range of necessary information on the surrounding world was poor, fragmentary, and insufficient. The main specific feature manifested in listing the objects of the surrounding reality and, further on, in the corruption of logic and getting stuck on minor details of objects and phenomena. The difficulties arising in the reproduction of the main conclusions and generalizations, as well as distraction from significant topics should also be noted. The characteristics observed in speech include poor vocabulary, situational focus, and the lack of respondents' attempts to comprehend and reflect the perceived objects and phenomena, their characteristics and properties. The respondents from the EG showed qualitative changes in the level of formation of the aspects of the cognitive readiness component, for example, first, in the analysis of available necessary knowledge, the selection of necessary information, in the mastery over basic generalizing concepts, the identification of significant characteristics, and establishing various connections; the preschoolers' speech was complete, abundant, and meaningful which was observed much rarely during the confirmatory experiment where most respondents limited their answers to listing various objects and phenomena of society. Second, the qualitative changes were found in the level of formation of knowledge of one's self and the surrounding world, the social and everyday reality, the norms and rules of behavior in society, and social beliefs.

It should be noted that children from the EG improved in the number of correct and partially correct answers: by 45% in basic ideas about themselves and the surrounding world; by 59% in basic sociocultural notions; by 44% in basic ideas about the social and everyday activity; and by 43% in basic ideas about the norms and rules of behavior in society. Quantitative data are presented in Table 1.

Qualitative answer characteristic	Task series	Experiment type	Correct and high-quality		Partially correct		Correct		Fused to complete the task	
			EG	CG	EG	CG	EG	CG	EG	CG
Basic ideas about one's self and the surrounding world	Confirmatory		12%	16%	31%	23%	7%	50%	0%	11%
	Control		43%	16%	45%	33%	2%	43%	0%	8%
Basic sociocultural notions	Confirmatory		6%	8%	12%	8%	0%	55%	22%	19%
	Control		30%	11%	47%	23%	3%	54%	0%	12%
Basic ideas about social and everyday activity	Confirmatory		12%	12%	27%	31%	5%	47%	6%	10%
	Control		33%	16%	50%	27%	7%	51%	0%	6%
Basic ideas about the norms and rules of behavior in society	Confirmatory		15%	12%	30%	33%	5%	50%	10%	5%
	Control		47%	12%	41%	31%	2%	52%	0%	5%
Total:	Confirmatory		11.25	12	25	6.25	1.75	50.5	12	1.25
	Control		38.25	13.75	45.75	28.5	16	50	0	7.75

Table 1

Comparative quantitative data on the quality of task completion by older preschool children (the cognitive component)

The graphic presentation of the acquired data (summarized) on the preschoolers' progress in mastering the cognitive component of readiness is presented in Figure 1.

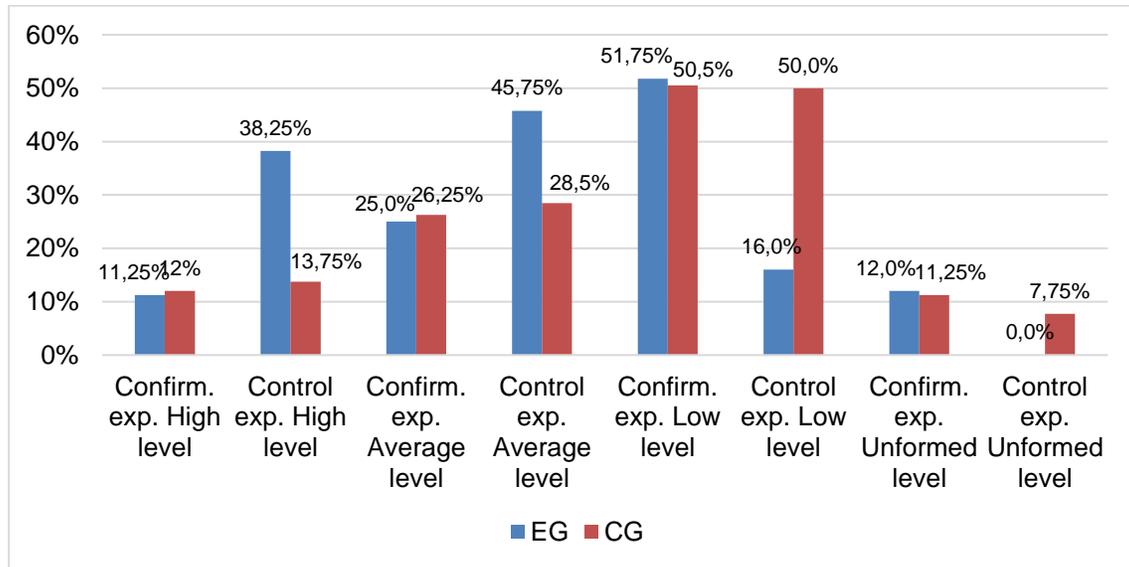


Figure 1

Comparative data on the older preschoolers' progress in mastering the cognitive component of readiness (formation levels)

We shall proceed with an example of how children completed the tasks. Giving a characteristic of basic ideas of children about themselves and the surrounding world, we should note that 43% of children from the EG demonstrated good knowledge on the question

“What is related to nature?”. Children possess social and everyday knowledge, the basic means of acquiring knowledge on the surrounding reality, they provided informed, detailed, clear and complete answers, (for instance, “Nature – [...] is everything that surrounds us [...] that is not created by people”), presented information in a consistent manner (for example, “Nature includes: the Sun, trees, birds, animals”), they had sufficient knowledge about the environment, identified the things generalized under the concept of “nature” (flowers, rocks, animals, wind, etc.), made conclusions (for example, “Without light and warmth [...] without air and water [...] there would be no life. A tree grows in the ground. Animals eat plants”), built classifications (for example, “There is living and inanimate nature”), were able to comprehend and reflect in speech the objects they perceived (“the living nature includes plants, animals, humans. Inanimate nature includes the Sun, rocks, air, water”), their characteristics (for example, “Every living thing breathes, eats, grows, reproduces, and dies”). About one-third (37%) of the respondents from the EG completed the tasks partially, they understood the questions, analyzed the available knowledge, knew the generalized concept of “nature”, identified objects (for instance, plants and the Sun) but could not provide a complete, detailed and consistent response. Children differentiated nature into living and nonliving, indicated the signs of it (for example, “All living things grow and breathe”), named objects and phenomena of nature (for example, “flowers, trees, animals [...] belong to living nature. Inanimate nature includes: rain, wind, snow”). In their answers, children found it difficult to make a connection between the living and nonliving nature but provided an answer with the help of a leading question (for example, “Living nature cannot exist without the Sun and rain”). Children did have the knowledge but it was imprecise and difficult to state, the children were unable to identify generalizing concepts. 20% of the informants from the EG asked to repeat the question and needed more time to think the answer through. As a result, they provided inaccurate answers demonstrating that the children either did not understand the point of the question or lacked the necessary information. Their answers contained incomplete (for instance “Rocks, plants”) or inadequate information (for example, “There is living and dead nature”). A sufficiently large number of study participants did not have an understanding of the generalized concept of “nature”, did not identify its characteristics, or establish relationships. Their monosyllabic answers primarily referred to objects of the world (for example, “Flowers”, “Trees”). Only 15% of the respondents from the CG completed the task. They demonstrated mastery over the generalizing concept, listed objects, indicated its purpose but their knowledge was incomplete and non-consistent compared to the participants from the EG and was not always based on personal experience. Less than one-third of the respondents from the CG (25%) limited their answer to only listing objects and explaining their purpose and were unable to disclose the generalizing concept on their own. More than half of children from the CG (51%) provided incorrect answers, many respondents did not know the generalized concept of “nature”. Cases of unmotivated refusal to answer were recorded in the CG (9%).

Therefore, we can note the significant differences between children from the EG and the CG in the knowledge of their own self and the surrounding world. After the experimental learning, the number of respondents from the EG who completed the tasks correctly increased, the number of correct and partially correct answers rose. The children analyzed the available knowledge, selected the relevant information, mastered the generalizing concepts, identified the characteristics, and stated the relationships of concepts, based their answer on personal experience. Their speech was sufficiently complete and meaningful which was observed much rarely on the confirmatory experiment stage where the majority of respondents limited their answers to listing the objects and phenomena related to nature. The knowledge of children from the CG improved insignificantly and was characterized by unsystematic nature and a small amount of information about the environment.

The children's knowledge about the objects and phenomena of society was quite poor. The children processed information more slowly, experienced difficulties in analysis, actualization, and selection of necessary information, the informants did not possess enough knowledge about the surrounding world, experienced difficulties in generalization, identification of characteristics, making connections. They were unable to comprehend the perceived objects and their characteristics and express their understanding in speech, the speech itself was monosyllabic, and the children mostly listed the objects of the surrounding world in their answers.

Conclusion

The following conclusions can be made based on the results of the study:

1. The model of the formation of readiness for social and everyday orientation of older preschool children in the context of additional education presents a "designed object" that perceives the entirety of the structure of the formation of said readiness holistically and systemically in a simplified and illustrative form.

2. The model of the formation of readiness for social and everyday orientation is viewed as a polycomponent structure with the following structure: the methodological block (includes the personality-oriented, sociocultural, systemic, activity, environmental, and anthropological approaches and the corresponding principles of integrity, scientific nature, accessibility, humanism, individualization, cooperation, creative activity, connection with life, and cultural relativity), the target block (aimed at the development of motives, interests, and needs of preschoolers as well as their awareness of the significance of social and everyday activity), the content block (includes personal, cognitive, and activity components of older preschoolers' readiness for social and everyday orientation), the process block (includes the forms, methods, means, as well as the stages of readiness formation and the pedagogical conditions ensuring it), and the result and evaluation block (includes original diagnostic tools allowing to evaluate the dynamics of the level of readiness formation in older preschoolers in additional education context).

3. The confirmatory experiment method is adapted to conduct control testing demonstrating the dynamic of older preschoolers' progress in mastering the readiness for social and everyday orientation in additional education organizations.

4. Positive changes were found in the cognitive component of readiness. Result analysis demonstrated that the number of correct and partially correct answers increased (in both the EG and the CG by 27% and 1.75%, respectively). Preschoolers tried to analyze the arising social and everyday situations, select the necessary information, master the basic generalizing concepts, establish the basic cause and effect relations, identify the primary distinguishing features of the surrounding objects, phenomena, etc., correctly navigate the various social and everyday situations in communication with other people. Knowledge demonstrated by children from the EG was clear and systematized, as well as predominantly aimed at the social and everyday activity.

5. Comparing the results of the confirmatory and control stages of experimental work, we can note positive changes in the levels of formation of children's level of formation of the components of readiness for social and everyday orientation based on additional education organizations, the results in the EG being much higher than in the CG. A stable dynamic is observed in the growth of the number of older preschoolers at high and average levels of formation of readiness for social and everyday orientation. The acquired data supports the proposed hypothesis and indicates the positive results of the work on the formation of readiness for social and everyday orientation in older preschool children. Approbation of the conditions developed by us for the formation of readiness for social and everyday orientation

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in older preschool children based on additional education institutions contributed to children acquiring certain personal qualities and mastering the complex of basic social and everyday knowledge and practical skills thus ensuring the older preschoolers' learning of the surrounding sociocultural environment, their inclusion in society, as well as their mastery of the various types of social and everyday activity.

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