



**IMPACT OF PEDAGOGICAL APPROACHES ON THE OUTCOME OF  
SOCIALIZATION OF PRESCHOOL CHILDREN**

***IMPACTO DAS ABORDAGENS PEDAGÓGICAS NO RESULTADO DA  
SOCIALIZAÇÃO DE CRIANÇAS PRÉ-ESCOLARES***

***IMPACTO DE LOS ENFOQUES PEDAGÓGICOS EN EL RESULTADO DE LA  
SOCIALIZACIÓN DE LOS NIÑOS PREESCOLARES***

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**ABSTRACT:** The article actualizes the problem of preschool children's establishment as socialized individuals in the context of the study of pedagogical and psychological aspects of socialization. The process of effective child socialization is examined based on implementing the methodological approaches (genetic, cultural-historical, axiological, gender) and principles (of the development, integrity, and reciprocity of social and interpersonal relationships) providing for a multivariant resolution of the problem. The study addresses the conditions for a child's introduction to society in their interaction with the world as an active subject of the social situation of development in a child-adult event community in which adults become initiators and participants in innovative transformations of children's social world. The results of the study conducted in the form of a comprehensive verification pedagogical experiment are intended for studying the multifactorial nature of the dynamic process of "extracurricular" achievements (socialization) of preschool children in the conditions of preschool educational organizations.

**KEYWORDS:** Parents. Personality. Principles. Social competence. Social situation of development.

**RESUMO:** *O artigo atualiza o problema do estabelecimento de crianças pré-escolares como indivíduos socializados no contexto do estudo dos aspectos pedagógicos e psicológicos da socialização. O processo de socialização infantil efetiva é examinado com base na implementação de abordagens metodológicas (genéticas, histórico-culturais, axiológicas, de gênero) e princípios (do desenvolvimento, integridade e reciprocidade das relações sociais e*

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*interpessoais) proporcionando uma resolução multivariada do problema. O estudo aborda as condições para a introdução de uma criança à sociedade em sua interação com o mundo como um sujeito ativo da situação social de desenvolvimento em uma comunidade de eventos criança-adulto em que os adultos se tornam iniciadores e participantes em transformações inovadoras do mundo social infantil. Os resultados do estudo realizado na forma de uma experiência pedagógica de verificação abrangente pretendem estudar a natureza multifatorial do processo dinâmico de realizações “extracurriculares” (socialização) de crianças pré-escolares nas condições de organizações educacionais pré-escolares.*

**PALAVRAS-CHAVE:** Pais. Personalidade. Princípios. Competência social. Situação social de desenvolvimento.

**RESUMEN:** *El artículo actualiza el problema del establecimiento de los niños en edad preescolar como individuos socializados en el contexto del estudio de los aspectos pedagógicos y psicológicos de la socialización. Se examina el proceso de socialización infantil efectiva a partir de la implementación de enfoques metodológicos y principios que permitan una resolución multivariante del problema. El estudio aborda las condiciones para la introducción de un niño a la sociedad en su interacción con el mundo como sujeto activo de la situación social del desarrollo en una comunidad de eventos de niños y adultos en la que los adultos se convierten en iniciadores y participantes en transformaciones innovadoras del mundo social de los niños. Los resultados de este experimento pedagógico de verificación integral tienen como objetivo estudiar la naturaleza multifactorial del proceso dinámico de logros “extracurriculares” (socialización) de niños en edad preescolar en las condiciones de las organizaciones educativas preescolares.*

**PALABRAS CLAVE:** Padres. Personalidad. Princípios. Competencia social. Situación social de desarrollo.

## Introduction

The problem of insufficient formation (instability) of positive socialization of preschool educational organization graduates is caused by the fact that the system of preschool education lacks meaningful instrumental support for the assessment of children’s personal qualities, i.e., their social competencies, which makes *social intervention* in the pedagogical process complicated and chaotic. This raises the need for the development of an integral system of methods for selecting the content of socialization focusing on the developed socialization of preschool children within the object of monitoring and optimal influence of adults (teachers, parents).

The goal of the study is to design, verify, and approbate a scientifically substantiated monitoring of the socialization of children, parents, and teachers in preschool educational organizations.

## Literature review

Phenomenological analysis of the scientific conceptions and provisions of Zakharova (2015), Kolomiichenko (2008), Rean (2002), and others, which reflect various aspects of a person's socialization, allows examining the unique age of preschool childhood as a special phenomenon of the social world, the value of which is determined by the mastery of social culture, development of all mental functions, accumulation of personal social experience, and the adoption of the norms of the universal system of values, which transform into personal achievements—the establishment of a child as a socialized human.

The methodological foundation for the study of the problem of socialization of preschool children, which is characterized by the manifold and complex nature of the process, is formed by a set of approaches and principles filled with the author's interpretation.

*The use of the genetic approach* as the system-forming and fundamental approach in pedagogy is determined by the focus of Russian education on the development of a person (the model of developing education) based on the construction of the educational process with consideration of the theoretical knowledge on the patterns of development, which allows predicting the result and consequences of new pedagogical actions. Khudiakova (2009) studies the genetic approach based on designing the educational process with a focus on *the development principle* and creating preconditions for the emergence of systemic qualities (moral, social, intellectual, physical, aesthetic, etc.) characterizing a child on the stage of preschool childhood and their successful socialization. Butenko, Nikitina and Bogachev (2021) define the implementation of the genetic approach from the positions of studying the mechanism of the emergence of the already established mental characteristics of personality; studying the phenomenon of socialization in preschool age based on an objective analysis of the conditions of its manifestation, further development, and detection of the change of levels by a qualitatively new characteristic; revealing the genetic and social prerequisites for the appearance of psychological and individual unique characteristics of a child in ontogenesis.

*The cultural-historical approach* is associated by Tusheva, Guba, Kalina, and Temchenko (2021) with human development taking place in the process of assimilation of the historically developed cultural forms and methods of activity. Vygotsky (2005) examines the cultural-historical approach from the position of cultural development of a child based on the development of mental functions manifesting in the social and psychological realms. In our view, the value of successful socialization of a preschool child is determined by the



continuous process of mastering human culture (spiritual and practical ways of human relations) and social space based on constantly expanding children's contacts with the human community (peers, adults). By interpreting the ideas of Obukhova and Chukhontseva (2013), we associate the cultural-historical approach with the development of mental processes in children (memory, thinking, etc.) through the mastery of cultural signs in the form of language, speech, images, and symbol-modeling types of children's activity (drawing, signs-features, symbolic games with the help of gestures, etc.), based on which successful social formation of personality occurs.

Within the axiological approach, Ashytok (2018) associates the value sphere of an individual with the emerging culturally mediated forms of their relations with the world around them. Mukhina (2009) interprets preschool childhood in the context of the importance of the adult (behavior, the level of their cultural identity, values, personal meanings) as the personifier of the child's abilities based on the creation of positive child-adult relationships cultivating the development of the child's values and meanings, primarily through the social image of their family.

*The gender approach* focusing on the ideas of equality regardless of a person's sex is addressed in studies by Morita (2009) and Wang (2019) from the perspective of analyzing the psychological aspects of gender relations, indicators of which are social roles, expectations, and conventional requirements of gender adequacy of people's behavior. Studying the peculiarities of the implementation of the gender approach in preschool age, Evtushenko (2019) relates it to the lack of gender competence on the part of adults (teachers and parents), who determine the socializing influence exerted on children.



## Materials and methods

The development of a monitoring of the socialization of children, parents, and teachers in preschool educational organizations is based on the material of a detailed analysis of normative legal documents in the field of education: the Law of the Russian Federation “On Education in the Russian Federation” (2021), the Federal State Educational Standard for Preschool Education (TSVETKOVA, 2020), the Decree of the President of the Russian Federation “On Declaring a Decade of Childhood in the Russian Federation” (RUSSIA, 2017), as well as on processing the results of instrumental procedures by Molchanov (2012), namely the technologies “Duhovnye skrepy” (“Spiritual bonds”), “Matritsy osnovnykh (pozitivnykh) gendernykh i universalnykh kachestv lichnosti” (“Matrices of basic [positive] gender and universal personality qualities”), and “Metodiki otbora sodержaniia sotsializatsii (OSS-DOU) i sotsializirovannosti malchikov i (ili) devochek (OS-DOU) v doskolnom obrazovatelnom uchrezhdenii” (“Methods for selecting the content of socialization [OSS-SC] and degree of socialization of boys and/or girls [OS-SG] in a preschool educational institution)—selection of socialization content, measuring the socialization of subjects of education, and evaluating the effectiveness of upbringing impact—, the use of which is aimed at a comprehensive study of the objective state and the assessment of social competencies of the subjects of education (children, parents, and teachers) in terms of positive changes in the behavior of the parties.

The study involves 15 preschool educational organizations and 12 general education schools in the city of Chelyabinsk and the Chelyabinsk Oblast. The total number of subjects of education who took part in the experiment is 7,870 people (3,920 children, 970 teachers, and 2,986 parents).

## Results and discussion

The study of the problem of personal socialization in a historical context is due to the social demand for updating the content of education (TSVETKOVA, 2020) to reflect the progress of society, science, and culture, providing proper social development in a rapidly changing world. The task of improving work with preschool children on the socialization of personality calls for an integration of the accumulated pedagogical experience and its reflection from the methodological positions. The process of personal socialization in preschool age is considered by Kolomiichenko (2021) to be determined by the development



of the skills of social interaction with peers and adults, as well as motives, values, and norms adopted in the given social environment, and it is this environment that can ensure the normal development of a child.

What is recognized as one of the vital positions of the cultural-historical theory of Vygotsky (2005) is the social situation of development as the leading mechanism of socialization (relations between the personality and the environment), which has its specific meaning at each age stage and presents the fundamental aspect of all qualitative changes in a child determined by the social reality. We consider successful socialization of preschool children in the context of the social situation of development and the cultural integration based on culturally mediated forms of relations, which set a certain order of the development and functioning of all mental processes. What serves as an *indicator* of child socialization is children's experiences in the complex of the internal and external forces of social development (a child's understanding of the occurring processes and forms of behavior, their acceptance or lack thereof) (BUTENKO; DILDINA, 2019).

At the ascertaining stage of the experiment, using the variants of characteristics of competencies developed by Molchanov and Sadykova (2018) and Tkachenko (2014), the social and social-professional competencies of teachers are assessed in several stages: diagnostics in the form of a test (solving methodical and professional tasks); in an expert survey in the form of individual work, the teachers are selecting positive personality qualities from the proposed list (love for children, responsibility, kindness, self-confidence, activity, cheerfulness, the ability to understand others, efficiency, intelligence) and assess the degree of expression of these qualities in their colleagues. All expert evaluations were objectified with respect to the social competencies that participants in the evaluation would like to see in their colleagues. The results of the summary table for each children's educational organization and school in numerical values allow creating a *social portrait* of each teacher and identifying outsiders (underperforming, amateur) and leaders to improve the institutional methodological work. The subsequent evaluation identifies new leaders, which creates a positive, competitive, professional challenge, providing a qualitative increase in the socialization and education of children.

The study is structured in the logic of teachers and parents selecting a set of competencies and evaluating one another, as a result of which they have unanimously identified five relatively desirable competencies for a teacher (mastery of pedagogical skills, knowledge of the object of study, fairness, politeness, communicativeness).





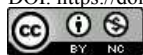


Askarova's applied research (2017), as well as our observations, confirm that currently, the socialization of children in preschool education is being carried out in the context of adults' positions being uncoordinated. To determine the level of socialization of parents, socialization lessons are held in all educational organizations using the OSS-DOU method. The parents function as experts (from the position of an adult and the position of a child) and select positive social competencies (for girls: loyalty, caring for people, tenderness, fashionability, responsibility, attractiveness, charm, ability to forgive, quiet voice, ability to understand another person; for boys: manliness, reliability, faith in oneself, competitive spirit, sense of humor, sociability, intelligence, activity, optimism, strength), after which the tutor makes a group expert sheet.

The obtained results are processed through the calculation of scores, the assembly of all expert sheets allows determining the expert perception of all of the parents regarding the degree of expression of each social competency in every child in a numerical value ranging from 1 to 10. According to the results at the beginning and the end of the school year, a diagram of the social competence profile is prepared for each child to serve for the teacher as the material for individual work with the child and conversations with parents on the correction of specific problems in upbringing.

The effectiveness of the implementation of the gender approach is ensured in the study by the variety of innovative forms of work with parents (socialization lessons with parents, fathers' meetings, family interest workshops, quest technologies, aesthetic and ecological projects, creative associations of caring parents, an electronic newspaper for parents, a family wall newspaper, social and psychological training, weekend itinerary, children's and parents' theater, etc.) aimed at the development of socially significant, positive, and socially desirable personal qualities in the children with the direct participation of parents in specific events.

The inclusion of several educational organizations in the regional innovation platforms will allow us to develop new variants of methods for studying social and professional competencies, the *social portrait of a teacher*, and the *social portrait of a parent*, as well as for selecting the content of socialization, detecting the dynamics of formation of each child's social status, etc. Further on, this will ensure the viability of social systems and prepare students for integration into the system of social relations of all levels of the community.



## Final considerations

The theoretical substantiation of the process of personal socialization allows specifying several conceptual provisions determining the effectiveness of pedagogical work on the formation of socialization as a factor in the efficiency of the social development of preschool children. The deployed instrumental procedures provide comprehensive information about all *carriers* of social competencies, allow updating the pedagogical process of improving the qualitative modification of the content of socialization activity and uniting all subjects in educational relations in a dynamic socially positive group able to drastically transform the state of affairs in achieving socialization as a new characteristic of a person's educatedness in the Russian education system.

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