

Social competence of children of preschool age: general analysis

In today's conditions of development of our society, the concept of continuous education, from the pre-school period, radically changed due to the level of scientific development, changes in value priorities, reorientation of the social development itself to human development, its personality and cultural qualities, radically changes.

The main task of education at the present stage is the upbringing of the younger generation, the formation of a complex of qualities necessary for life in society and new social relations. Accumulation of the child independently and under the direction of adults of the necessary social experience contributes to the disclosure of the age-old preschooler's potential, successful preparation for schooling, and later - to adult life. It follows from this that it is precisely in the preschool age that the foundations of social maturity (competence) of the child lay.

Under the social competence of preschoolers, we understand the quality of the individual, formed in the process of active creative development of social relations that arise at different stages and different types of social interaction, as well as the adoption of ethical norms by the child, which are the basis for the construction and regulation of interpersonal and interpersonal social positions and relationships.

At the beginning of the junior preschool age, prerequisites are created for the emergence of a new development situation characterized by two main features: the child goes beyond the narrow and familiar circle of her family in the world, faces the need to establish a relationship with the world of other people's adults and peers.

A child of junior preschool age is aware of his place in the family of loved ones and children, their names, family relationships; in the preschool institution - the

name and patronymic of the teachers. Understands the requirements of adults for their behavior, shows interest in joint activities with them and with other children. Understands the difference between adults and children. Understands the protection of children by parents. Distinguishes relatives, friends and loved ones. Be able to congratulate, thank you, ask for help and offer it. Detects people's attitude towards words in another way.

The teacher of the preschool educational institution carries out pedagogical support and promotes the development of the child, based on the psychology of its development, using various forms, methods of work aimed at forming the vital competence of the child. Self-education competence takes place on the basis of a specially organized teacher training activities, common with children and independent work of pupils, giving the baby "personal time", education of such basic qualities as independence, observation, responsibility, hard work, self-control, creativity.

A socialized child grows flexible, distinguished by expedient behavior, feels the limits of permissible activity and distance, is able to perceive external prescriptions, behaves obediently, is characterized by high performance discipline. However, all this does not exclude the likelihood of a habit of enjoying, preferring performances to their own creativity.

A teacher who seeks to positively influence the child requires a lot of knowledge, creativity and patience. The voyager must be not only educated, but also capable of self-improvement. For a preschooler, a special relationship with the educator is important. And not only because in this vein the child is dependent on the adult, but also because she still does not have a lasting and developed relationship with her children. The relationship of the educator with the child who needs attention to himself is called "a small intimate circle of communication" (O. Leontiev). It is no coincidence that from the childhood the most vivid memories lie in the pre-school period, when the child, along with the pre-adult, has mastered the space of childhood.

The possibilities of upbringing increase according to how much it covers the life of the child. It is important for the teacher to know the nature and laws of the

development of life, able to use the results of knowledge in their activities. The power of education is that it, based on knowledge of the laws of development, can purposefully govern it.

Literature:

1. Аза Л. О., Лавриненко Н. В. Батьківський авторитет. - К.: Держполітвидав, 1986.
2. Азаров Ю. М. Семейная педагогика. - М.: Политиздат, 1985.
2. Беленька Г. В. Вихователь дітей дошкільного віку: становлення фахівця в умовах навчання. - К.: «Світич», 2006.
3. Богуш А. М., Варяниця Л. О. Діти і соціум: Особливості соціалізації дітей дошкільного та молодшого шкільного віку. - Луганськ: «Альма-матер», 2006.
5. Кононко О. Л. Соціально-емоційний розвиток особистості (в дошкільному дитинстві). - К., 1998.
4. Макаренко А. С. Книга для родителей. В 7 томах. - Том 4. - 340 с. 1969 р.
5. Макаренко А. С. Лекции о воспитания детей.
6. Поніманська Т. І. Формування соціальної компетентності дитини // Нова педагогічна думка. - 1998. - № 2. - С. 91 - 95.
9. Помощь родителям в воспитании детей. - М., 1994.
10. Сухомлинський В. О. Як виховати справжню дитину. Вибрані твори. В 5-ти томах. Том 5 - 278 с.
7. Поніманська Т.І. Основи дошкільної педагогіки. – К., 1998.
8. Базовий компонент дошкільної освіти в Україні. – К.: Ред. журналу «Дошкільне виховання», 1999. – 62 с.