

**FORMATION OF READINESS OF FUTURE PEDAGOGUES
TO THE DEVELOPMENT OF INITIATIVITY
OF SENIOR PRESCHOOL CHILDREN**

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Abstract. The federal state educational standard for preschool education requirements and targets determines the importance of supporting the initiative and independence of children in their specific activities through the construction of a social situation.

The senior preschool age is defined by researchers as a sensitive period of development of socially significant personal qualities (L. S. Vygotsky, A. V. Zaporozhets, A. N. Leontyev, S. L. Rubinstein).

The trends of volunteering development have conditioned the response of the preschool education to modern challenges in the form of the implementation of projects for the involvement of preschool children in volunteering activities of various directions.

Analysis of the professional training of future pedagogues of preschool education shows that special educational subjects are not included in the state educational standard that would prepare future pedagogues of preschool education for the development of the initiative of senior preschool children based on children's volunteering of preschool educational establishment.

Thus, the significance of the problem of developing initiative of senior preschool children on the basis of children's volunteering is actualized by the social order of the society (social and pedagogical level); by the lack of theoretical grounds and practical recommendations for pedagogues on the organizing of volunteering for senior preschoolers and by a sensitive period of the preschool childhood.

The purpose of the study is the scientific substantiation, development and testing of pedagogical conditions for the development of initiative of senior preschool children on the basis of volunteer activities.

The use of a comprehensive research methodology is supposed, which includes the study, analysis and generalization of philosophical, psychological, pedagogical, and managerial literature on the problem under study; development and conduct of experiments for identification,

transformation and control, quantitative and qualitative analysis of the data obtained.

The development of initiative implies a transition from the joint activities of a preschool child and an adult to the independent activity of a child in certain created conditions. This can be achieved by building a social situation with the participation of senior preschoolers in volunteering.

In the course of the study, volunteer projects were implemented: measures to support children of the cancer center (“New Year's post card for a distant friend”, participation of children of preschool age together with volunteers in a theatrical performance); help in the daily life of children of junior groups of the nursery school; environmental protection measures (waste paper collection, bird feeding, separate garbage collection, planting flowers, etc.); help for children with special development (preparation of theatrical attributes), etc.

During the work, pedagogues had a number of questions on the organizing of volunteer activities and the creation of conditions for the manifestation of children's initiative.

The obtained results became the basis for the development of a model of formation of pedagogue's readiness for the development of initiative of senior preschool children on the basis of volunteer activities.

The model project is a model and block structure consisting of the following elements: target; organizational and pragmatist and effective (respectively goal principles and objectives levels; stages directions, types and forms of pedagogues' activities; indicators of formation of pedagogues' readiness for the development of children's initiative on the basis of volunteer activities, result).

As the main factor of formation of the model system, a socially-oriented practice is considered, which will involve pedagogues, preschool children, parents and social partners. Consequently, future pedagogues will not be just listeners of information, but they will receive knowledge and skills through an active search.

Thus, the intended result of the model implementation is the formation of a complex of professional competencies of the future pedagogue - organizer of children's volunteering activities with the aim of developing initiative of senior preschool children.

Keywords: initiative, senior preschool age, volunteering activities, readiness of pedagogues

Introduction

In the conditions of social modernization of society of modern Russia there is a dynamics of manifestation of social activity of citizens of all ages. This

tendency is based on time challenge and need of person to express active life position, involvement on common deal and self-actualization in activity. In a number of scientific sources and publications a social activity is defined as a socially significant ability of individual, and its essence is described through the conception of initiative as the main quality (Sitarov V. A., Maralov V. G., 2015; Shants E. A. 2013.).

Formation and development of socially significant qualities of an individual starts at preschool age. The specificity of preschool childhood is reflected in targets of Federal State Educational Standard of preschool education (FSES PE) as socially and normative age characteristics of possible achievements of a child (Federal state educational standard of preschool education, 2014: 6). A number of scientists identify senior preschool age as sensitive period of active social development of child's personality. (L. S. Vygotsky, A. V. Zaporozhets, A. N. Leontiev, S. L. Rubinshtein).

Studying scientific works and publications on the subject of social development of preschoolers it was found out, that initiativity is a socially significant quality of an individual. As a result of study of initiativity phenomenon the scientists gave concepts, defined meanings, identified structure, types, forms (K.A. Abulkhanova-Slavskaya, N.S. Stepashov, M.S. Govorova). Herewith so far the problem of senior preschoolers initiativity development remains insufficiently studied in conditions of modern challenges to educational theory and upbringing practice.

The number of documents of education and upbringing such as the Law «On Education», The development Strategy of upbringing for the period up to 2025 year, FSES PE and etc. form social order and focus the pedagogue on active involving of children in socially useful activity. In such a way, in conditions of challenge to the modern education the development of initiativity and involvement of preschoolers in volunteering practices get special importance.

Due to this, the special interest is the process of development of initiativity as a social quality of senior preschooler individual in a process of volunteering activity in preschool educational establishment (PEE), as an opened dynamic system, mobile responding to educational requests and needs of society (Tatarintseva N.E., Rebrova E. E., 2015).

The trends of volunteering development stipulated the response of preschool education to the modern challenges in the form of implementation of projects on involvement of preschoolers in volunteering activities of various directions.

But the analysis of specificity of professional preparation of future pedagogues of preschool education shows, that in the state educational standard there are no special educational subjects, that would allow to

implement preparation of future pedagogues of preschool education for organizing of volunteering activity and development based on its initiative of children of senior preschool age.

In such a way, the importance of the problem of development of initiative of senior preschoolers based on volunteering of children actualized by social order of society (socially pedagogical level); absence of theoretical reasons and practical recommendations for pedagogues to organize volunteering of children in preschool educational establishment, as a factor of development of initiative of senior preschoolers and sensitive period of preschool childhood.

Purpose of the study

The purpose of the study is scientific explanation, development and testing of pedagogical conditions of initiative development of senior preschool children based on volunteering activities.

Study methods

It is expected to use complex methodology of research, which includes studying, analysis and generalization of philosophical, psychological, pedagogical, managerial literature regarding to researching problem; development and conducting experiments to detect, modify and control, to perform quantitative and qualitative analysis of the data obtained.

Results

During the study the following volunteering projects were implemented: the campaign «New Year post card for a distant friend» during this campaign the preschoolers gave through volunteers greeting cards with drawings to the children's cancer center; joint with volunteers participation of pupils in the theatrical performance with children from cancer center; help with everyday life and play for children of junior groups of preschool educational establishment; participation in eco-events of nursery school, help with preparation of mini-attributes for theatrical event with participation of children with special development and etc.

During implementation of mentioned projects the pedagogues faced with difficulties to organize volunteering activity and creation of conditions to show initiative of children.

Based on mentioned above there was found out the conflict between current practice of preschoolers involvement in volunteering activities and insufficient development of theoretical and technological support of processes for implementation of this practice by future pedagogues.

In such a way, it is defined a problem of study at this stage: conditions of formation of readiness of future pedagogues to development of initiative of senior preschoolers based on children's volunteering.

The solving of mentioned problem is implementation of model of formation of readiness of pedagogues of PEE to development of initiative of senior preschoolers based on children's volunteering.

The successful implementation of proposed model supposes that the pedagogue has competences, that determine pedagogue's readiness and ability: to provide emotional well-being of each child, to organize meaningful cooperation of children in volunteering activities, to create conditions for free choice of activity by children, participants of activity and materials; to support individuality of a child and to provide development of child's initiative; to provide with nondirective support of child's initiative, to provide with space of transformable semifunctional environment; as well as determine ability: to use in educational process forms and methods of cooperation with children, corresponding to their psychological age and individual aspects; to build development process of initiative of children based on cooperation of adults and children in volunteering activities, focusing on the interests and abilities of each child; to support positive friendly attitude of children to each other, including children of different ages and effective cooperation of children in volunteering activities; to build cooperation with families of pupils to develop initiative of each child, to involve families of pupils directly in the process of organizing process of volunteering activities.

Discussion

Before to talk about concept of «readiness of future pedagogues to development of initiative of senior preschoolers based on volunteering of children» it is necessary to consider a concept of «readiness».

According to E. M. Aleksakhina and E. P. Belozertseva, readiness is considered as a positive attitude to future activity, stable motives, existence of professionally significant quality of individual, specified complex of professional knowledge, experience of using of knowledge in practice. Drawing on this concept, we considered readiness to development of initiative of senior preschoolers based on children's volunteering as a positive attitude and formation of necessary theoretical and practical knowledge, skills and experience in the sphere of volunteering and preschool childhood (Bulanova-Toporkova M. V., Samygin S. I. 2002).

Mentioned above definition allows to talk about structure of readiness of future pedagogues to development of initiative of senior preschoolers based on volunteering of children as a system of interconnected components: motivationally informative, cognitive, practice-oriented, reflexive.

Motivational-informative component supposes the interest and positive attitude of future pedagogues to volunteering activity, motives for volunteering and development of initiative of preschoolers.

It consists of the following subjects: «Modern condition of theory and technology of development of initiative of preschoolers», «Methods of work on development of initiative of preschoolers», «History of development of volunteering activity and modern trends abroad and in Russia».

The cognitive component is knowledge, idea of special aspects of volunteering activities, its requirements for individual, knowledge about special aspects of preschool childhood, ideas about concepts and essential characteristics of «initiative» and «initiative» as social qualities of individual, role of volunteering activity in development of initiative.

It consists of the following subjects: «Theoretical basis of the problem of initiative development», «Means of initiative development of children of senior preschool age», «Concept of volunteering, content and technologies of volunteering activities», «Legal aspects of volunteering activities», «Special aspects of objective-spatial environment for initiative development».

The third component is «Practice-oriented», it supposes existence of skills to transform knowledge to sphere of practical usage, formation of ideas about initiative development of senior preschool children based on volunteering activities – it includes the following modules:

Subjects: «Projecting of events of volunteering activities in PEE», «Modeling of cooperation with social partners», «Projecting of social situation of development of initiative of senior preschool children».

By reflective estimating component of professional activity of pedagogues we mean readiness of a pedagogue to mobilize, actualize own professional abilities and estimation of its results at all stages of activities.

For successful implementation of these components we developed the model for formation of readiness of pedagogues of PEE to develop initiative of senior preschoolers based on volunteering.

Drawing on concept of «model» given by A. I. Bogatyrev and V. A. Shtoff, by model we mean complete process, complex of components, approaches, forms, methods, principle and conditions of which are directed to teach pedagogues, to get knowledge and skills in sphere of volunteering activities and initiative development process.

Project of model consists of interconnected components in module-blocks (I. B. Sennovsky, P. I. Tretyakov, M. A. Choshanov), target-oriented (target, principles and tasks of formation of pedagogues' readiness to development of initiative of children based on volunteering); organizing activity (stages

of formation of readiness of pedagogues to development initiative of children based on volunteering activity, direction, types and forms of pedagogues' activities) and effective (levels, indicators of formation of readiness of pedagogues to development of initiative of children based on volunteering activities, result).

Drawing on content of components of readiness to development of initiative of children, we dedicated 3 groups of conditions:

1. Socially-psychological: formation of friendly environment in a team;
2. Motivationally-developing: training of pedagogues, help and support during training, creating products of activities;
3. Materially-technical - providing with modern equipment, using effective technologies (Sherayzina R.M., Donina I.A., 2013).

Talking about these condition, to implement component of readiness of pedagogues to development of initiative of children based on volunteering activities, in our opinion it is rational to use such forms and methods of work as: meeting of pedagogues; seminar; seminar-briefing; discussion; video-lessons; marketplace of pedagogical ideas; method of situational analysis; situation exercises; workshop; training.

Criteria of formation of readiness of pedagogues to development of initiative of children are components of readiness structure: motivational, cognitive, active, reflective-evaluating. We suppose, that there must be formed all the components, because they form system and if one of the components is not formed, it means that there is a situation when all readiness to activity to develop initiative of senior preschoolers is not formed.

Thereby, talking about need to develop and to use this model in practice, it is necessary to mention, that its implementation must be carried out as a complex of conditions, that are necessary to form components of readiness to professional activities on development of initiative of senior preschoolers based on volunteering and estimation of its efficiency.

Conclusions and recommendations

Thereby, formation of competence of readiness of pedagogue to development of initiative of children based on volunteering is a priority.

The main factor of formation of model system is socially-oriented practice, there will be involved in this practice pedagogues, preschoolers, parents and social partners. Hence, future pedagogues are not only listeners of information, but also through the active research they will receive knowledge, skills and experience.

Thereby, the main forms of preparation of pedagogue for organizing of development of initiative of children are the following: getting to know legal and regulatory framework of volunteering, training of organizing of

team and group activities with group of different ages, practice of cooperation with social partners, training on psychologically-pedagogical support of preschoolers in process of volunteering activities, projecting for creation of conditions of choice by children volunteering activities, case-methods.

Thereby, formed by us criteria of formation of readiness of pedagogue to development of initiative of senior preschool children based on volunteering activities suppose: existence of stable motives of professional activity, aimed at development of initiative of senior preschooler; knowledge and using in practice psychologically-pedagogical methods and approaches of involving in volunteering practices of preschoolers and their psychologically-pedagogical support; skill to develop own professionally important and personal qualities, needed to develop initiative of senior preschooler.

The proposed result of model implementation is formation of complex of professional competences of future pedagogue-organizer of volunteering activities of children to develop initiative of senior preschooler.

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