SOCIAL COMPETENCE DEVELOPMENT OF THE SENIOR PRESCHOOL CHILDREN IN THE POLYCULTURAL ENVIRONMENT

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ABSTRACT

The main results of skilled and experimental work on social competence development of the senior preschool children in the polycultural environment by means of games are under study in the article. Crucial problem of cross-cultural relationship and people’s readiness for life in polycultural society makes the development of social children’s competence preschool age be urgent. Specially developed model and the approved program of social competence development of the senior preschool children in the polycultural environment are focused on increasing the efficiency of this process. The essence of research results of developing social preschool children’s competence in polycultural environment allows defining its procedural characteristics (aim, content, direction, forms, methods, means, and results).

The peculiarity of this research and program are targeted on priority of family and family value. In this case it is necessary to form social and pedagogical specified community of parents and skilled professionals and to develop joint activity taking into account family traditions of educating and life being in polycultural society.

To sum up there is a need to create special game environment where a child can not only communicate with other children and relatives but acquire knowledge, norms, and society rules as well. A child should be developed as a social competent person.

KEYWORDS: Social Competence, Polycultural Environment, Preschool Age, Social Norms, Game, Human Being Value, Culture, Traditions and Custom

INTRODUCTION

Developing all spheres of modern Kazakhstan society life, as well as Russian one defines the aim of education system, it is to train young generation for life in democratic multinational polycultural society. Increasing the national self-conscious of former soviet republics in modern period, acquiring independence by them but at the same time to keep multinational population (in Kazakhstan there are 120 ethnos) makes crucial the problem of educating young generation from early age for life in polycultural society. Bilingualism which is provided by lawmaking is a condition for communication among children of different nationality (Law “About languages in Kazakhstan Republic” article 4). In the sphere of state management Russian language along with Kazakh one are used as an official language.

In the integral education system of 5 – 7 year children is an important period of active forming and developing basic relations among people, learning their main spheres of life activity in the society. Along with it, there are conflicts in multinational community and when they are not solved, they get continuous nature. In this case these conflicts threaten to not only forming the educated person but to the health of each child. Further it causes the problem of intercultural relationships and people’s readiness to life in polycultural society.

Accumulating primary social experience by a child individually and under adults guidance provides age potentiality, success training, harmonic relations with people and further readiness to adult life. It is in senior preschool age
the base of social child’s competence defining the way of further development and success adaptation to changing society.

To researching different aspects of social competence of preschool and school children is devoted the works of Foreign and Russian specialists (V.Slot in coauthor (12), T.I. Shulga in coauthor (15), M.E.Maslova (6), N.I. Belotserkobets (1), L.V. Svirskaya (11), K.K. Zhanpeisova (3) and others). However the subject of special research there were no tasks and technology of development of social competence in changing social cultural conditions.

Analysis of experience, data of different research and our studying have shown that modern development of social competence helps the children without conflicts to communicate with children of the same age, younger ones, adults on the basic of tolerance and confidently behave in different situations. Getting social norms and rules from childhood are based on respective and tactful attitude to a person, children become socially useful. Children are educated by many factors: family, neighborhood, close environment, preschool educational institutions, social cultural traditions, mass media and so on.

Analysis of theoretical approach to defining the essence of developing social competence of senior preschool children showed that in modern pedagogical sources “social competence” specialists combines it with the definition “social competency” (V.Slot in coauthor (12), T.I. Shulga in coauthor (15), L.M. Ivanov in coauthor (4), M.E. Maslova (6), L.Ya. Olifirenko (8)). In the education system on the whole as in preschool education the notion competence and competency is not differentiated, there is no different sense and content load and they are used as synonyms. Along with it the term competence is more used and more wide spread (L.V.Svirskya (11)).

At the same time the notion “social competence” in relation to a child of preschool age does not have unique interpreting; it is considered as a main, complex characteristics of a person, which consists of motive, cognitive and behave components (T.I. Alishova in coauthor (13)), as knowledge about adults’ work – their motives, results, attitude to the process of work and its results (M.V. Krulekht), as ability of adequate behavior with surrounding (R.Beirnik (13)), as adapting to external requirements and social conditions, which lead to some person’s quality (L.I. Belotserkobets (1), as behavior, providing adequate attitude to positive and negative situations (E.V.Prima in coauthor (9)), as a creative acquiring of social relation and giving to a child basic ethnic norms (L.I.Svirskaya (11)).

In the thesis the essence of social competence of preschool children as an indicator of active creative development by them of the social relations with the world around, being formed during preparation of children for a new social position of the school student in different types of social interaction with contemporaries and adults is defined, and also result of assimilation by the child of the ethical and cultural standards which have become their skills and being a basis of construction and regulation of cross-cultural, interpersonal and intra personal social positions, the relations.

Importance of resources use of the polycultural educational environment, in the places of residence, including a family, preschool educational institutions and wider society as development tools of social competence of the senior preschool children allowed to formulate definition of the polycultural environment, as systems of cross-cultural social relationship of children and the adults, promoting familiarizing with the universal and national values expanding and enriching life experience of the senior preschool children.

As showed probe, the characteristic of the polycultural environment of the small city which has kept traditions and rural areas, causing social education of children, are shown:

- In specific representations of parents and primogenitors – representatives of various ethnic groups about the status of the girl (woman), the boy (man) in a family and society, about education of boys and the girls, reflecting
variety of educational (gender) models in relation to children and forming corresponding to them to competence of behavior;

- In signs of a traditional way of life of the majority of families (accommodation in private houses, maintenance of private agriculture, care of a livestock) at simultaneous using various subjects of infrastructure of the city that as a whole demands from the child of various kompetentnost in performance of feasible social duties in a family and out of it;

- In joint or close accommodation of national and multinational families on structure and active communication of children, both in society, and in preschool institution, future school, assuming formation at them of tolerance and mutual understanding;

- In diverse sociocultural traditions of carrying out leisure and holidays in the family and extra family forms demanding from children and adults of the corresponding cultural and leisure competence.

In the course of studying of national values and cultural norms of activity of the various people, similar values, in this or that form cultivated in social education of children were revealed: love for the country, honoring and respect of seniors, knowledge of ancestors and responsibility before a sort, strength of related bonds, hospitality and hospitality, gender ideas of social status status and functions of representatives of this or that floor in a family and the society, approved stereotypes of polorolevy behavior of boys (men) and girls (women), the subordinated relations of seniors and younger children in a family; priority of such moral qualities, as diligence, restraint, patience, poslushnost, politeness, possession and preservation of honor, advantage and conscience.

As the mechanizm of social competence development of the senior preschool child in probe acts socially and pedagogically focused community of parents and professional experts (G.I.Reprintsev (10)).

The content of social and pedagogical work of the given community with the child of the advanced preschool age assumed assistance to optimum development of the following groups of knowledge and the skills characterizing social competence (on classification of H.p. Vygotsky (2) and D.I.Feldsheyna (14)):

**Subject and Practical Skills are Developed by Children**

- Implementation of self-service adequate to age (observance of rules of personal hygiene and regime requirements, cleaning of the things and toys, etc.) and elementary work taking into account national (family) and universal traditions (the help with the house, economy, participation in cooking, care of younger, aged and other family members);

- The organizations of the game space and implementation of children's activity (to occupy itself to be engaged in game and not game activity independently and to interact with contemporaries and adults, being able to state the desires, considering and opinion of partners);

- Usings means of infrastructure (phone, elementary skills of work with the TV, the tape recorder, the computer, money), for the purpose of the message by phone of necessary data on and the family to employees of emergency services, safe handling of chemicals (washing, medicinal and other means);

- Implementation of rules of own safety in society (to observe traffic regulations to show care with strangers, and also animals on the street, houses, etc.).
Assimilation by Children of the Human Norms Relations with Contemporaries and Adults taking into Account a Variety of Traditions of Communication of the People

- Knowledge of culture values and standards of behavior (to have primary ideas of essence of concepts of the citizen and the patriot, of history, a life, culture, the nature of the homeland; about variety of cultures of other people);

- Formation of basic ideas of status situation and functions of this or that floor in a family, the stereotypes of polorolevy behavior standard in polycultural society (girls – women of "the hostess of the house", "mother", "needlewoman"; boys - men defenders of a family and the fatherland, strong, brave, honest, hardworking, economic) and development of the relevant standards of behavior and communication;

- Possession of bases of knowledge and skills of spiritual and moral behavior in a family and out of it, understanding of cultural standards of behavior in society taking into account national and universal values (to respect and esteem the senior people, the nobility of ancestors and to be responsible before a sort, its previous and future generations to be reserved, patient, obedient, polite, to be hospitable and hospitable to appreciate the fortress of related bonds to have and keep honor, advantage and conscience);

- Establishment and maintenance of friendly contact pieces to contemporaries and adults taking into account national family traditions and universal values (to find friends among children of the and opposite sex to be able to be on friendly terms and play, to share with others to sympathize with another irrespective of a national identity and cultural preferences); to plan and carry out actions taking into account interests of other people on the basis of tolerance (to be able to ask tactfully a question, to ask for the help, to consult, agree about a meeting, to offer the help, to forgive, concede, interact);

- Assimilation of basic requirements and behavior rules at school and development of the corresponding abilities on the basis of tolerance (skills of bilingual communication with adults and children it agrees to the etiquette accepted in polycultural society: addresses, requests, prevention and resolution of conflicts, etc.); manifestation of necessary activity and abilities to carry out tasks independently and together with other children.

Skilled and experimental work was carried out in the preschool organization of the combined type No. 6 of Aktobe of the Republic of Kazakhstan (only 128 people: 45 children, 63 persons - adult members of families, 20 people – experts) where along with usual groups there were groups for children from families of "group of risk" (incomplete, needy, tutorial, etc.). Children participated in the program of development of social competence from families of "group of risk", as most socially vulnerable, and also children from usual groups. From them 64% - children from the Kazakh families, 20% - from Russians, 16% - from families of other ethnoses, including from the families mixed on ethnic structure that objectively demanded from children of development of skills of tolerant communication for establishment of mutual understanding and the most frictionless interaction.

For determination of productivity of the developed technology criteria and indicators of each component of social competence according to the marked-out skills (subject and practical and assimilation of norms of the human relations) were defined; levels of its formation are revealed: high, average, low; takeoff of diagnostic techniques is made.

At the initial stage of skilled and experimental work it is established that at the majority of the senior preschool children (62%), engaged in probe, low level of development of social competence, at 38% - the average level prevailed. Some tendencies of manifestations of social qualities of the personality in behavior of children of preschool age are
revealed. In particular, abilities of these children to behave socially competently had situational character as weren’t transferred by them from one situation to others; knowledge of these children of behavior rules in this or that situation, ethical and cultural standards of communication appeared недостаточными or отсутствовали absolutely; knowledge of children of culture of the different people was very vague or was absent, the attitude towards representatives of other ethnoses uncertain, interest to national culture of other people is expressed poorly or situational is unstable.

The low level of knowledge of parents revealed at the first investigation phase about the contents and specifics of development of social competence of the child at the advanced preschool age confirmed need of purposeful, systematic work with families on their education and motivation to enrichment of social opportunities of manifestation of the child in the polycultural environment.

At the same time probe showed that specialists of preschool institution were insufficiently methodically prepared for the organization of development of social competence of preschool children in the polycultural environment. So, at tutors the certain experience on social development of the senior preschool children is stored, but level of theoretical knowledge is insufficient. Traditionally carried out work is mainly focused on the message to children of some knowledge of culture of the countries, at the same time the special attention isn’t paid to purposeful education of skills of tolerance and respect for a way of life of the different people. Absence at them vocational training on development of social competence of the polycultural circle of children of the preschool age, insufficient didactic and methodical ensuring process of their social education was the reason of the corresponding difficulties of experts.

The conducted theoretical research allowed to develop the corresponding social and pedagogical model and technologies of development of social competence of the senior preschool children in the polycultural environment which provided

- The purpose (creation of conditions for successful development of social competence of the child of the advanced preschool age in the polycultural environment);
- The contents (assistance to social formation of the senior preschool child and to his familiarizing with national culture of the people at simultaneous preservation of opportunities of cultural national self-identification; development of social, moral, cultural spheres of the identity of the child; formation at it necessary social abilities of communication with contemporaries, the parents, the next rostvennik, the surrounding polycultural environment);
- Work forms with subjects of development of social competence (with experts – individual and group consultations, conversations, trainings, supervision, collective viewings of occupations, reviews of groups, thematic teachers’ meetings, a seminar practical work, an obsuzheniye of situations, maintaining by experts and parents of diary records; experts and parents with the child – informative and ethical conversations with the child, creation of game situations of communication with the child, communication of children among themselves, reading fairy tales of people of the world, game exercises on formation of social skills, collective national games, an igroterapevtichesky attraction based on national fairy tales, games dramatizations, national holidays and entertainments);
- Work methods with subjects of development of social competence (with experts - discussion, the analysis, exercise, belief, self-education, self-knowledge, self-testing, planning, an example, auto-suggestion, a relaxation, an explanation; experts and parents with the rebeny – game, encouragement, an example, exercise, belief, discussion, an explanation);
• Means (verbal – activization of skills of bilingual communication when training the child in various social skills, consecutive familiarizing of the child with different types and types of the relations in the main spheres of activity, elements of oral multinational national creativity; the written – acquaintance of adults to publications (recommendations, instructions, councils), maintaining by adults of diary records; the technical – toys, elements of material culture, audio-, TV, video equipment, the computer, technical adaptations for occupations with children; the symbolical – family traditions of education, subjects and works of applied national creativity (national fairy tales, games, game exercises, games entertainments). customs, ceremonies of the different people.

Results of effective development of social competence of the senior preschool children in probe were shown in: enrichment of experience of their interaction with people – representatives of various cultures; to dynamics of development of social competence of preschool children on actual and further stages of their development; expansion of representations and knowledge of parents of opportunities and features of the child of concrete age, specifics of social development and education of the child; expansion of representations of experts about individual opportunities of children during their preparation for a new social situation of development on the basis of polycultural approach; to development of the program of formation of social competence of the senior preschool child depending on a sociocultural situation of his development.

The social and pedagogical model developed during probe and technology of development of social competence of the senior preschool children in the polycultural environment represent set of consecutive actions of all subjects of interaction at diagnostic, correctional and educational, fixing stages. For each stage specific forms and methods of social and pedagogical work are allocated.

During probe the program of development of social competence of the senior preschool children in the polycultural environment, in the conditions of a family, preschool institution and out of them which was carried out as in the course of creation of community of parents and professional experts, and in the course of the organization of their interaction with children was developed and checked skilled experimentally.

The substantial basis of the program of development of social competence of the senior preschool children in the polycultural environment was made by specially prepared subprogrammes: pedagogical education of parents; professional retraining of experts at the level of preschool educational institution and self-education; interactions of community of parents and professional experts with children of the advanced preschool age.

At a diagnostic stage of interaction of experts and parents the trust to experts, interest in the forthcoming work, individual motivation of parents on synchronous, joint activity with experts, on self-education and self-education was formed. The wide information activities engaging distribution of psikhologo-pedagogical information, conversation of experts with parents, joint creation of stands, folders screens, the instructions which have effectively affected the positive relation to the program of development of social competence of the senior preschool children in the polycultural environment were carried out.

Social and pedagogical education of parents assumed drive of psikhologo-pedagogical knowledge by the adult about specifics of social development of the child of the advanced preschool age, training in game elements of enrichment of social experience of the child, instilling of skills of interaction with it, supervision over life of the child in a family, in preschool institution, in society, modes of the prevention and permission of conflict situations on occupations of groups of parents and PTA meetings, participation of relatives in an igroterapevtichesky attraction based on national fairy tales, analysis of problems of the child, performance of homeworks, viewing of educational movies: seminars for parents, participation in teachers’ meetings, master classes, joint national holidays and entertainments, mastering by elements of
national traditions of communication, customs, folklore and their application in development of social competence of the child. Attraction to implementation of the program of the close relatives of the child (the grandmother, the grandfather, the aunt, big brothers and sisters) promoted unity of families and formation of intra family and interfamily gears of the self-help, self-support, promoted increase of their psikhologo-pedagogical competence of social education of children with use of resources of the polycultural environment.

Increase of professional competence of experts was directed on expansion of their ideas of specifics and opportunities of the senior preschool children, formation of understanding of essence of development of social competence of children of this age, assistance to establishment of business contact pieces between experts and consolidation of all available resources in ensuring social development of the child and formation of skills of positive behavior in polycultural society. Within cooperation of experts of a different cross-section thematic seminars, trainings of the various contents, thematic teachers’ meetings, collective viewings, discussions and other forms of work in the conditions of kindergarten, schools, establishments of additional education were held.

The organization of game occupations and role-playing games of adults with participation of parents allowed experts to promote organically to instilling of new skills and the abilities allowing them to cope with problem situations of communication with children. Parents had an opportunity to study on experience of others, started realizing own importance and to trust in the opportunities to have positive impact on social development of the child.

As the main form of work with children game occupations which allowed the child to acquire social skills in the interesting, emotional atmosphere acted. In the game directed on a reconstruction and assimilation of the social relations, socially active identity of the child was formed and improved. In specially created game space the preschool child could enter not simply relationship with contemporaries and close adults, but also actively acquire knowledge, norms, ruled societies, differently within age opportunities to develop as socially competent personality with being formed polycultural outlook.

The special attention was paid to use of valuable world outlook potential of national pedagogics, its opportunity in formation of children’ positive relation to universal values, in development of children’ interest to national and other people’ culture, customs and traditions. As traditional means of national pedagogics the national games being the integral element of various components of national culture (holidays, ceremonies, labor and family traditions) were used. For familiarizing of children with people culture and people culture of the immediate environment, formation of the beginnings of ethnic identification in a family, in preschool institution, in common with school, in regional and city scale with the participation of educational and social institutions seasonal national holidays and entertainments (the Kazakh were had: Kurban ait, Nauryz; Russians: Shrovetide, Easter; Tatar: Drinking bout), New Year's evening "New Year's customs of different people», a festival of the people of Kazakhstan by Day of the Republic, the competition devoted to the International day of the native language, excursion in a mosque, church, the national cultural centers, the House of ceremonies ("Dyastur ui"), museum of local lore of Aktobe.

In process of implementation of the program the number of children, being characterized an average (from 38 to 49%) and high (from 0 to 44%) a level of development of social competence increased. Supervision over behavior of children in an everyday life and subject role-playing games showed that children of skilled and experimental groups is frictionless toys cast also, were able to address to the tutor with this or that request. Children helped a thicket each other with daily household and game communication. Children could agree independently without the aid of adults in the course of the organization of game space and performance of creative tasks. That abilities to consider ethical and cultural
standards and behavior rules in interaction with adults and contemporaries gradually passed to a habit as on completion of skilled and experimental work by the adult it wasn't necessary to remind children of communication rules is positive, they observed them independently irrespective of, whether there was a control from adults.

Acquired by children during probe of idea of need to support friendly relationship, to listen to opinion of the companion, to coordinate the actions with actions of others and abilities to resolve arising difficulties and the conflicts were implemented and fixed in the real relations between children. Children more consciously used words and etiquette signs in communication (with bilingualism elements) with contemporaries and adults. It was noted that children began to transfer the gained experience to new life situations of communication. Considerably they paid bigger attention to a condition of the contemporary and tried to organize so the behavior not to cause negative reaction in people around that confirmed formation at children of such skill characterizing social competence, as establishment and maintenance of friendly contact pieces to contemporaries and adults.

Work with children’ parents of skilled and experimental groups on involvement of children to housework affected development in the majority of children of desire to render the feasible help to adults, to look after for younger and old men in a family. Thus all girls of the Kazakh nationality with pleasure helped mothers and grandmothers when cooking and with everyday affairs of a family, including their "female": cleaning on the house, small washing, arrangement of the toys, clothes. Boys – Kazakhs were sped up in "man's" types works on economy: care of pets, work in a garden, at a dacha, individual labor activity in a workshop of the father that testifies to rather bright expressiveness of the polorolevy relations in the Kazakh families and supervising style of education of parents (especially the father). Children of the Russian nationality didn't reveal similar division (on "female" and "man's" types of work) in a choice of this or that kind of activity in a family.

In too time during probe the expressed prepotent behavior and the relation of boys of the Kazakh nationality to the role and affairs in a family unlike the Kazakh girls, confirming the remained lines of patriarchal nature of distribution of spheres of influence of men and women in the Kazakh family where for the woman recognize, first of all, one sphere – house while for the man there are positions of the owner in the house, providing with seven means of livelihood came to light. At girls and boys of the Russian nationality of such distinctions in behavior and representations it isn't revealed that testifies to change of traditional earlier gender relations, and also formation of equal division of labor and various duties of men and women in the Russian family. Thus, children of the Kazakh nationality more created had basic ideas of stereotypes of polorolevy behavior in a family, characterizing their social competence of performance of duties of a family according to traditions.

In behavior of children from the Kazakh families were shown such competence of communication, as politeness, honoring and respect of seniors, the restraint, since ancient times cultivated in the Kazakh families. In behavior of children of the Russian nationality such features of communication, as trustfulness, responsiveness, kindness, the diligence peculiar to the Russian person were reflected. It confirms existence at children of knowledge and skills of spiritual and moral behavior in a family and out of it taking into account the national values characterizing their social competence of communication and behavior.

Probe showed that the intra family relations in the Kazakh families are caused by ethnic traditions and customs considerably more than in families of the Russian nationality. As a result of it Kazakh children were more competent of knowledge of customs and national traditions of the people and in following to it, unlike children of other nationalities. At the same time, children of the Russian and other nationalities, living in Kazakhstan, are well familiar with culture of the
Kazakh people, but are badly informed on culture of the people. It testifies that at Kazakh children, much more knowledge of values of culture of the people, characterizing social competence, than at children of the Russian and other nationalities is created.

The tolerant relation of all preschool children to other people was shown in gradually increasing interest, positivity, goodwill, attention, keenness of the relation to children and adults, other culture. Friendly feelings and the attitude towards people of different nationalities were brought up thanks to assimilation by children of a certain circle of knowledge of a people residence, (the country, area, the capitals), about work, a life, national creativity, fairy tales, games, songs, holidays, traditions, customs, about high moral qualities of the people, its friendly relationship with people of different nationalities.

Results of poll of specialists of preschool educational institutions (methodologists, tutors, psychologists) on completion of implementation of the program showed that the majority of them became more motivated on creation of conditions for successful social development of the child, seeking to organize work both with the child, and with parents (82%). Many of them are capable to realize fully the intentions in connection with increase of the professional competence. Results of studying of opportunities of preschool educational institutions and difficulties of practising experts in the organization of development of social competence of the senior preschool children confirmed expediency of further realization of idea of development of socially competent polycultural personality

Productivity of the conducted research confirms the point of view of specialists of preschool institutions and the elementary school, children tracing readiness for school: level of social readiness of children participating throughout two years in skilled and experimental work realized by us, was much higher, than at children in previous years. Under the influence of the developed program it was succeeded to adapt and create successfully at children skills of socially competent behavior in a new polycultural situation of their development. The analysis of comparative data on competence of children participating in skilled and experimental work testifies to it, as in Kazakhstan, and Russia.

CONCLUSIONS

The become aggravated problem of cross-cultural relationship and readiness of people for life in polycultural society staticize need of development of social competence of children from preschool age. Specially developed model and the approved program of development of social competence of the senior preschool children in the polycultural environment is focused on increase of efficiency of this process.

Results of probe of essence of development of social competence of the senior preschool children in the polycultural environment allowed to define its procedural characteristics (the purpose, the contents, the directions, forms, methods, means, result). Specifics of the studied age group of children and focus of the program of development of social competence on priority of a family and family values in this process caused need of formation socially and pedagogically focused community of parents and professional experts, and also development of the content of their joint activity taking into account family traditions of social education of children and their activity in polycultural community.

Two groups of skills revealed during probe (development of subject and practical norms and assimilation of norms of the human relations in polycultural families and communities), the senior preschool children characterizing social competence allowed to develop contents of the program of development of social competence of the senior preschool children in the polycultural environment demanding from them updating of ability to primary ethnic self-identification and tolerant communication with children and adults of other culture.
Successful realization of the social and pedagogical model developed during probe and technologies of social competence development of the senior preschool children confirms the made hypothetical assumptions of providing the following conditions: a) orientations of experts to the importance and educational values of a family, family traditions in social development of the preschool child; b) community creation of experts and parents with the various sociocultural values, motivated on interaction on ensuring social development of the child; c) mastering by adult instructors by specifics social competence of development of the senior preschool children in the polycultural environment and an arsenal of educational and educational means of assistance to successful social development of the child at actual and further stages of development; d) adequacy of the content of social competence development of children to specifics and problems of their development at the advanced preschool age taking into account values and traditions of the people and culture a number of the living people; e) use of all resources of the polycultural environment in the course of social education of the senior preschool children.

The analysis of dynamics of social development of the senior preschool children allowed to establish during probe positive connection between the content of social competence development and success of assimilation of social and cultural norms by them which are shown it by polycultural society that was shown not only during preparation for school, but also in their further safe adaptation to school.

Thus, qualitatively new level of development of our society will depend on growth of intellectual, cultural, moral development of younger generation. Formation of the personality begins at the earliest step of the person development – in the preschool childhood – and considerably influences its further development. Improvement of social competence development at the senior preschool children as the most important component of successful adaptation of children in society very long, thin and difficult process which hasn't been limited neither a place, nor time.

REFERENCES


