

Readiness of Senior Preschool Children to Adapt to Social and Everyday Conditions



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Abstract: Based on the analysis of the relevant psychological and pedagogical literature, the article defines the concept of "one's readiness to adapt to social and everyday conditions" and substantiates its structural components, including personal, cognitive and activity-based. The authors of the article have described each component with due regard to the distinctive features of senior preschool children: personal (values-based orientations, motivation, emotional well-being, integrative qualities of an individual); cognitive (basic ideas about oneself and the world around them, basic socio-cultural ideas, basic ideas about social and everyday activities, basic ideas about the norms and rules of social behavior); activity-based (general thinking, general labor, social and everyday, communication skills). The article presents methods for studying the readiness of senior preschool children to adapt to social and everyday conditions. The authors have developed a diagnostic tool to determine the formation of the above-mentioned readiness: high, average, low and unformed. To determine the formation of readiness components, the authors have distinguished criteria and indicators for evaluation and selected the following methods: the method of case problems (for studying the personal component), a survey (for studying the cognitive component) and practice-oriented tasks (for studying the activity-based component). Using the above-mentioned methods, the authors have conducted an ascertaining experiment aimed at studying the readiness of senior preschool children to adapt to social and everyday conditions. The experiment was carried out in institutions of additional education in the city of Saransk, the Republic of Mordovia. The authors have described the results obtained after studying the readiness of senior preschool children to adapt to social and everyday conditions. They have revealed that components common to the readiness of senior preschool children are undeveloped, which proves that it is necessary to organize specific activities in the system of additional education to form the readiness of senior preschool children to adapt to social and everyday conditions. This article studying the readiness of senior preschool children to adapt to social and everyday conditions is relevant since its results can be used for the formation of the above-mentioned readiness in the system of additional education, which will contribute to the social adaptation of these children.

Keywords: Readiness of senior preschool children to adapt to social and everyday conditions; structure of readiness to adapt to social and everyday conditions; personal, cognitive and activity-based components of readiness; constituent parts of readiness components; research methods and methodology; criteria and indicators to evaluate one's readiness; development levels of the readiness of senior preschool children to adapt to social and everyday conditions..

I. INTRODUCTION

At this stage of development, society takes great interest in the individual's socialization. It is a broad concept representing processes and results of the formation and development of individuals throughout their lives. The success of the individual's socialization is determined by its result, i.e. one's readiness to adapt to social and everyday conditions that ensures the acquisition of knowledge, skills and practice-oriented experience used for the improvement of personal qualities, cognition of social environment, social inclusion and development of different social and personal activities.

Studying the readiness to adapt to social and everyday conditions is relevant due to requirements of the Federal State Educational Standard of Preschool Education, which emphasizes the need for "creating special conditions for the child's development, positive socialization, personal growth through cooperation with adults and peers and participation in relevant activities" [1]. The analysis of this document suggests that a child from a young age should learn to adapt to social changes, interact with the surrounding world, take on different social roles, find their feet in new conditions and participate in the life of society. To this end, a child needs to form such qualities that would allow them to socialize and become successful in all activities. Special attention should be paid to the child's inclusion into the social and living environment, as well as the mastery of social and everyday activities. However, this process is hindered by the insufficient social and everyday orientation of preschool education and uncoordinated efforts of teachers and parents. The analysis of the Russian (L.S. Vygotsky [2], M.I. Lisina [3], V.S. Mukhin [4], D.B. Elkonin [5], N. Veraksa [6], etc.) and foreign (E. Bepanskaya [7], J. Haynes [8], H. Lenira [9], S. Schoonmaker [10], etc.) literature proves that the preschool age can be considered as the most favorable for forming the readiness to adapt to social and everyday conditions due to the main age-related changes, social situations and leading activities of preschool children.

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Based on the analysis of theory and practical application, we highlight the need to resolve the contradiction between increased requirements of modern society for the personality of senior preschoolers and their insufficient readiness to adapt to social and everyday conditions, which ensures the successful inclusion of senior preschoolers into society, living environment and activity.

Regarding the above-mentioned circumstances, this study aims to develop methods for studying the readiness of senior preschool children to adapt to social and everyday conditions, analyze their readiness, consider and summarize the results obtained, as well as describe the level of readiness.

II. LITERATURE REVIEW

After analyzing the relevant psychological and pedagogical literature (N.V. Ryabova [11], T.A. Parfenova [12], etc.), we defined the concept of readiness to adapt to social conditions as an integrative characteristic expressed by the individual's active interaction with environment, the acquisition of knowledge, skills and practice-oriented experience that helps successfully include into the environment and master social and everyday activities [13].

N.V. Ryabova [11] and her successor, T.A. Parfenova [12] focused on describing the structural components of readiness to adapt to social and everyday conditions that are considered as an indicative basis of any given activity. Thus, scholars have distinguished three components in the structure of readiness, each of them comprising four constituent parts [14]. Within the framework of this study, we consider the readiness of senior preschool children to adapt to social and everyday conditions and its structure represented by personal, cognitive and activity-based components according to scientific works of the above-mentioned authors [15]. Based on the works of N.V. Ryabova and T.A. Parfenova, we believe that the structure of readiness to adapt to social and everyday conditions is represented by personal, cognitive and activity-based components [15]. Below we will demonstrate the essence of all the structural components of readiness with due regard to the distinctive features of senior preschool children.

The personal component of the readiness of senior preschoolers to adapt to social and everyday conditions is defined as the existence and manifestation of personal qualities, which, on the one hand, help study environment and perform different social activities and, on the other hand, interact with environment to include children into modern society and let them master various types of social and everyday activities [16]. The main elements of this component are as follows: 1) values-based orientations; 2) motivation; 3) emotional well-being; 4) the individual's integrative qualities ensuring the formation and development of their readiness to adapt to social and everyday conditions.

Values-based orientations are formed at the preschool age alongside the person's value sphere. Both Russian (A.G. Gogoberidze, Yu.S. Shevchenko, A.V. Korneeva, M.G. Nesterova, N.B. Polkovnikova, etc.) and foreign scholars (J. Dewey, E. Durkheim, C.R. Rogers [17], M. Rokeach [18], G.W. Allport [19], V. Frankl, Z. Freud, E. Fromm [20], etc.) studied the issue of values-based orientations. According to

M.S. Komarov, values-based orientations are the person's assimilation of fundamental beliefs, traditions, norms, certain knowledge, skills, habits, including such key aspects of one's personality as the fulfillment of different social roles [21]. Scientific works of the following scholars (L.I. Bozhovich [22], A.N. Leontev [23], etc.) suggest that preschool children experience the intensive learning of behavioral patterns; the formation of moral guidelines and primary ethics (moral consciousness, evaluation, behavior regulation, social and moral feelings). S.V. Mukhina noted that values-based orientations of preschool children are greatly influenced by the child's behavior among peers, communication with them and their mutual interaction [4]. Values-based orientations directly impact the child's activity and their emotional state. These orientations are the main criteria defining the attitude of preschool children to the outside world.

According to A.N. Leontev, motivation is an internal psychological characteristic of individual expression as the person's attitude to the world and different types of activity [23]. Motivation is always based on a motive that manifests itself as a ground, a reason, an objective need to do something, an impulse to take some action [23]. L.I. Bozhovich [22], V.D. Shadrikov [24], V.S. Mukhina [4] and other scientists greatly contributed to the study of motivation. They claimed that motivation determines the origin, direction and ways to implement specific forms of the child's activities. The behavior of preschool children is conditioned by the following motives: motives associated with an interest in the world (V.S. Mukhina, Ya.L. Kolominskii, etc.); social and learning motives (L.I. Bozhovich, M.V. Matyukhina, etc.); game-based motives (Z.I. Manuilenko, D.B. Elkonin, etc.); positional and evaluative motives (M.R. Ginzburg, L.S. Slavina, etc.); personal motives (A.N. Leontev, M.I. Lisina, etc.); moral motives (L.I. Bozhovich, D.B. Elkonin, etc.); motives of competition and self-esteem (V.S. Mukhina, Ya.L. Kolominskii, etc.).

Emotional well-being determines the all-round success of a developing personality. K.A. Vologdina considered this state of personality in the context of positive emotions, feelings of emotional comfort, security and trust in the surrounding world [25]. L.A. Abramyana, M.I. Lisina and T.A. Repina associated this concept with the satisfaction of basic age-related needs, both biological and social. Thus, A.D. Kosheleva, V.I. Pereguda, I.Yu. Ilina, G.A. Sverdlova and E.P. Arnautova defined it as the basis of the child's attitude to the world. G.A. Uruntaeva characterized emotional well-being as a feeling of confidence and security that contribute to the adequate development of the child's personality, positive qualities and a friendly attitude towards other people [26]. The author highlighted the following indicators of preschoolers' emotional well-being: the child's attitude to themselves, peers and adults; general emotional state; the child's ability to determine the emotional state of other people; the level of empathy and sympathy demonstrated in the verbal and non-verbal term [26].

V.G. Afanasev understood an integrative quality as an element of the personality's substructure characterized by purposefulness, essential certainty, ability to self-development and functioning. The personality's integrative quality includes intelligence (ingenuity, inquisitiveness, objectivity, curiosity, extensive knowledge, intellectuality), feelings (optimism, aesthetics, conscientiousness, sensitivity, humanity, peacefulness), will (independence, self-control, determination, initiative, self-discipline, purposefulness). Integrative qualities common to the personality of preschool children are fully described in the works of I.A. Burlakova, R.R. Denisova, N.I. Gutkina, E.K. Yaglovskaya, N.F. Golovanova, Yu.A. Afonkina, etc. For instance, R.R. Denisova classified these qualities of preschool children into three interconnecting spheres: first, cognition (the ability to fantasize, imagine and generate ideas, a sense of novelty and peculiarity, non-standard thinking, initiative, ingenuity, extensive knowledge, the ability to find connections between objects, observe phenomena and experiment, curiosity, the arbitrariness of cognitive processes); second, communication (readiness to emotionally respond to what is happening, the ability to emphasize, the ability to conduct a dialogue and understand the interlocutor, the ability to follow the teacher's instructions, the ability to follow established rules, the acquisition of cultural norms and traditions, the ability to organize joint activities); third, reflection (a steady positive attitude towards oneself, self-esteem, self-reliance, the originality and knowledge of one's individual characteristics, insight and intuition, the ability to achieve self-determination in situations of choice, openness to the outside world, goal-setting skills, skills of self-organization and planning personal activities).

The current Federal State Educational Standard of Preschool Education indicates that "in general, the educational work of families, organizations and individuals implementing the program should be aimed at achieving the integral characteristics of the child's development as main objectives of preschool education" [1]. The standard considers the above-mentioned integral characteristics of the child's development from the following perspectives: social and communicative development, cognitive development, speech development, artistic and aesthetic development, physical development. It should be noted that the Federal State Educational Standard of Preschool Education calls these characteristics objectives but regards them as integral and generalized qualities that can be conditionally distinguished based on developmental aspects. First, a child "masters the main cultural activities, shows initiative and independence in different activities". Second, a child "acquires a positive attitude towards the world, other people and themselves, actively interacts with peers and adults". Thirdly, a child "develops imagination [...], knows different forms and types of games [...], can obey different rules and social norms". Fourth, a child "is capable of fluent verbal speech and can express their thoughts and desires". Fifth, a child has "well-formed gross and fine motor skills [...], is active and resilient [...], can control and manage their movements". Sixth, a child is "capable of volitional efforts, can follow the social norms of behavior in various activities or relations with adults and peers, can follow the rules of safe behavior and

personal hygiene". Seventh, a child "shows curiosity [...], is interested in cause-effect relationships, inclined to observe and experiment" [1].

Therefore, the personal component of the readiness of preschool children to adapt to social and everyday conditions comprises the following main components: 1) values-based orientations (the personality's moral qualities: goodness (good), mercy (merciful), truth (truthful), lie (lying), conscience (conscientious), care (caring), the norms, rules and principles of behavior adopted in society, attitude to the world, other people and oneself, the child's needs and desires); 2) motivation (behavior motives; motives associated with the child's interest in various activities; motives associated with the child's interest in cognizing the world around; motives for establishing and maintaining positive relationships with adults and other children); 3) emotional well-being (the positive emotional background of children in relation to themselves and other people; the understanding of others' emotional states; the child's emotional comfort in a family; the child's relations with peers); 4) the individual's integrative qualities ensuring the formation and development of readiness to adapt to social and everyday conditions (initiative, independence, responsibility, determination, dedication). The cognitive component of readiness contributes to the development of cognitive skills and processes that ensure the formation of systemic knowledge about various types of social and everyday activities common to senior preschool children [27]. Based on the studies of N.V. Ryabova, T.A. Parfenova, A.M. Vinogradova, E.V. Subbotskii, I.N. Kurochkina, S.A. Kozlova, T.V. Babunova, M.I. Bogomolova, L.M. Zakharova, L.V. Kolomiichenko and other scholars, we have singled out the following elements of this component: 1) basic ideas about oneself and the world around; 2) basic socio-cultural ideas; 3) basic ideas about social and everyday activities; 4) basic ideas about the norms and rules of social behavior. Basic ideas about oneself and the world around ensure the formation of a holistic and socially oriented worldview in its organic unity and natural diversity. Scientific works of S.A. Kozlova and T.A. Kulikova suggest that preschool children form their own system of ideas about the world around [28]. The conditions for forming the worldview of preschool children are presented in works of A.M. Vinogradova, E.V. Subbotskii, E.F. Kupetskova, N.F. Vinogradova, etc. on the mental development of preschool children and are associated with the need for their inclusion into the surrounding world [29]. These scientists considered the child's knowledge about the world as the full and accurate understanding of the purpose of different objects, their properties and qualities, as well as possible application in society [29]. According to E.A. Ekzhanova and E.A. Strebeleva, preschool children form and improve ways of interacting with the surrounding reality; new means of interaction appear; the child's ideas and knowledge about the world are enriched; an integral system of attitude and knowledge is formed that combines values-based orientations of the child's activity and the purpose of this activity as it is understood by children themselves [30].

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Basic socio-cultural ideas develop the child's ability to navigate in a social environment, perceive themselves, accept other people and express their attitude to the world "in accordance with cultural traditions and social values". The issue of socio-cultural development in preschool education is addressed by T.V. Babunova, M.I. Bogomolova, L.M. Zakharova, L.V. Kolomiichenko, M.V. Stepanova, E.K. Suslova and other scholars. Childhood is a unique period in the life of any person – it is the time when a child enters the world of social relations, masters social experience or, according to L.S. Vygotsky, "assimilates with culture" [2]. A.N. Leontev emphasized that children do not only adapt to the surrounding world of human objects and phenomena but also make it their own, i.e. adopt it. Once a child has adopted and engaged into the system of social relations, they begin to recreate human properties, abilities and behavioral patterns in various activities, i.e. communication, games, drawing or work that are associated with the social aspect of one's life. During personal development, a child fills cultural patterns and general social norms with personal meaning. Children use them in relation to themselves and other people [23]. While describing the socio-cultural knowledge of preschool children, O.V. Antonova considered it as the assimilation of social knowledge, cultural values, relationships and social skills. The most important condition for developing socio-cultural ideas is the organization of various activities for preschool children. Thus, T.I. Babaeva and L. Rimashevskaya analyzed the possibilities of play activity in its socio-cultural development [31].

According to A.N. Anisimova, E.M. Zuikova, M.S. Kagan, N.N. Kolyshova, N.V. Ryabova and E.I. Strunina, basic ideas about social and everyday activities allow children to perform different activities and meet its basic requirements. A.N. Leontev [23] and N.V. Ryabova [11] claimed that the structure of social and everyday activities can be represented as follows: natural-biological, social and ideal (cognitive) needs; motivation associated with the individual's character, interests, life goals, adaptive capabilities and conditioned by motives that regulate both human behavior and their attitude; any activity is characterized by distant and immediate goals; to achieve the ultimate goal (obtaining a specific product), a person should perform certain everyday activities consisting of labor and technological processes; this labor process comprises operations, techniques, actions and movements; it is performed through solving specific tasks requiring certain knowledge and skills; its means include material, materialized and ideal objects; as a result of implementing this activity and taking into account the conditions of its occurrence, a specific product is obtained, having a real (material) form; the implementation of everyday processes undergoes both an intermediate control (over the implementation of specific operations, actions, techniques, movements) and final control (the final product and the activity goal are compared). Social and everyday activities aim to engage children in the social and everyday environment and help them to properly behave in different social situations. Having ideas about this type of activity, preschool children can perform this activity, form the final image of the product in question, determine conditions for its effective implementation, build everyday processes and highlight the best ways to do certain actions and operations.

Basic ideas about the norms and rules of social behavior are formed in the course of preschool education, as evidenced by the psychological and pedagogical research of R.S. Bure, A.V. Zaporozhets, I.V. Knyazheva, V.K. Kotyrlo, T.A. Markova, V.G. Nechaeva, E.V. Subbotskii, S.G. Jacobson, I.N. Kurochkina, S.A. Kozlova, T.A. Kulikova, L.F. Ostrovskaya, S.V. Peterina and other scholars. After analyzing works of these scientists, we determined the following main features typical of preschoolers' behavior: the manifestation of a humane attitude towards others; the lack of external control; no need for a praise or reward; the child's awareness of the fairness and objectivity of moral standards; a wide range of conscious actions and spontaneous, unconscious reactions in the child's behavior. E.O. Smirnova and V.M. Kholmogorova considered moral behavior through a sensual sphere and a special relationship with other people [32]. According to R.S. Bure, I.N. Vavilova, A.A. Lyublinskaya and S.G. Jacobson, norms and rules act as regulators of preschoolers' behavior. Children master the basic social norms and rules of behavior through various activities and relations with adults and peers. I.N. Kurochkina classified the following forms of etiquette knowledge: the knowledge of etiquette norms and rules, the knowledge of how to comply with the above-mentioned norms and rules, the knowledge of how important these norms and rules are in communication and interaction between children and other people [33].

Therefore, the cognitive component of the readiness of preschool children to adapt to social and everyday conditions comprises the following main components: 1) basic ideas about oneself and the world around (ideas about oneself, their inner circle, subjects and objects of the world, properties and relations of objects the world around, the appointment of objects, their properties and qualities, their possible application in society); 2) basic socio-cultural ideas (ideas about family and kinship relations, one's birthplace and motherland, the diversity of countries and peoples in the world, socio-cultural values of one's people); 3) basic ideas about social and everyday activities (ideas about the surrounding social and everyday reality, socially significant activities for a person, objects and materials that ensure the implementation of these activities); 4) basic ideas about the norms and rules of social behavior (ideas about table manners, dress code, rules of speech etiquette, proper behavior in various life situations).

The activity-based component of the readiness of senior preschool children to adapt to social and everyday conditions is defined as the formation of skills for realizing social activities [34]. This component includes the following skills: 1) general thinking; 2) general labor; 3) social and everyday; 4) communication skills.

General thinking skills are indicators of the child's general mental development, factors in successful learning, formation of cognitive independence, activity and general mental abilities. The skills under consideration are thoroughly studied in many scientific works (P.Ya. Galperin, E.N.

Kabanova-Meller, V.I. Loginova, I.A. Menchinskaya, N.F. Talyzina, A.I. Raev, etc.). This concept is understood as the ability to work with any given task, plan and control the course of one's activities (N.F. Talyzina); the mental actions of analysis, synthesis and comparison (A.I. Raev); the adoption of methods, techniques and actions based on learned knowledge (E.N. Kabanova-Meller); the memorization, reproduction and recalling of knowledge (V.I. Loginova); the rational techniques of any mental operation used in solving knowledge-related tasks (N.A. Menchinskaya). In the psychological and pedagogical literature (Yu.K. Babanskii, L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, E.N. Kabanova-Meller, M.N. Skatkin, V.A. Slastenin), general thinking skills include: analysis, synthesis, comparison, generalization, classification, the ability to highlight the main point, draw analogies, structure information and establish cause-effect relationships, have spatial awareness. The above-mentioned skills serve as an important link in the activities of senior preschool children. L.F. Fatikhova included into this list the following abilities: perceptual skills of attributing some object properties to the predetermined standards and modelling planar object figures; the ability to perform the mental operations of comparison, classification, seriation, use schematic images as a part of one's spatial awareness; basic mathematical skills [35].

General labor skills are of great importance for the development and upbringing of senior preschool children. According to P.R. Atutov, F.I. Ivaschenko, S.Ya. Batyshev, Yu.K. Vasilev, A.I. Vorobev, V.I. Gusev, L.V. Zagrekova, etc., social and everyday activities comprise planning, analysis, designing, the development of specific actions and operations, measurement, preparing of one's workplace, control, etc. This issue is disclosed in scientific works of D.V. Sergeeva, V.I. Loginova, N. Krylova, G. Kiseleva, L.I. Saigusheva, V.G. Nechaeva, N.G. Morozova, P.G. Samorukovots, etc. According to B. Pinskiy, general labor skills are always associated with solving mental problems and require a certain level of intellectual development [36]. E.A. Mileryan emphasized the connection of these skills with the implementation of the basic functions inherent in any activity [37]. M.N. Schneiderman described it as the ability to implement mental and practical actions aimed at planning, organizing and controlling actions in different working conditions. V.G. Nechaeva and Ya.Z. Neverovich added to general labor skills of preschool children the following ones: the ability to set a goal; the ability to act under the influence of socially significant motives; the ability to plan one's work; the ability to achieve results and evaluate them.

Social and everyday skills are related to the organization of behavioral patterns and communication with other people in different social situations. V.V. Voronkova, N.P. Pavlova, T.N. Starichenko, N.V. Ryabova and other scholars indicated that the skills under study contribute to the implementation of certain social and everyday activities. According to N.V. Ryabova, social and everyday skills are as follows: the ability to perform actions, techniques and operations specific for a particular everyday process; the ability to use the corresponding documents; the ability to make calculations related to a specific everyday process; the ability to determine the quality of the semi-finished and final product, etc. [11].

G.A. Uruntaeva believed that "the preschool years are the period of mastering the norms related to behavior in everyday life and society ..." [26]. The scholar included the following elements into social and everyday skills: self-care, cultural and hygienic skills and everyday skills (to dress, clean up after oneself, etc.) [26]. Typical social and everyday skills significant for senior preschool children: abilities to take care of oneself; nutritional skills; skills related to basic movements; maintenance skills.

A.A. Lyublinskaya, V.S. Mukhina, R.S. Nemov, etc. defined the preschool age as an important stage in the socialization and development of communicative skills. Children form the "Society and I" position focused on social interactions [38]. O.I. Kilichenko, N.M. Kosova, E.V. Smirnova, V.D. Shirshov, etc. considered communicative skills as properties and abilities that ensure one's successful communication with other people and as specific ways of communication aimed at achieving its goals. According to other scientists (I.N. Gorelov, V.R. Zhitnikov, L.A. Shkatova), the development of communicative skills determines not only the educational adaptation of children but also their socialization, success in various endeavors and social activity. Senior preschool children should acquire such communicative skills as the ability to cooperate, listen and hear, perceive and understand information, speak for themselves. S.V. Pronyaeva included the following groups to the communicative skills of preschool children: 1) information and communicative abilities to join the process of communication, to combine means of verbal and non-verbal communication; 2) regulatory and communicative abilities to coordinate their actions, opinions, attitudes with the needs of fellow communicators, to trust, help and support interlocutors; 3) affective and communicative abilities to share their feelings, interests, moods with communication partners; be sensitive, responsive, empathetic towards communication partners; evaluate each other's emotional behavior [39].

Therefore, the activity-based component of the readiness of senior preschool children to adapt to social and everyday conditions includes the following main elements: 1) general thinking skills (skills of attributing object properties to the given standards and modelling plane object figures; the ability to perform the mental operations of analysis, synthesis, comparison, synthesis and classification, the ability to highlight the most important, to draw analogies, to structure information and establish cause-effect relationships; initial mathematics skills; spatial awareness); 2) general labor skills (setting and retaining the purpose of some activity; the analysis of samples and task conditions, the planning of substantive and practical activity; the organization of workplace and labor process, the rational choice of materials, tools, the careful handling of tools, hygiene and safety; self-control and mutual control, the assessment and improvement of activities); 3) social and everyday skills (self-care skills; nutritional skills; skills related to basic movements; maintenance skills);

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4) communicative skills (the ability to join the process of communication; the ability to coordinate their actions, opinions and attitudes with the needs of fellow communicators, to trust, help and support interlocutors; the ability to share their feelings, interests, moods with communication partners; skills to evaluate each other's emotional behavior).

We have studied the readiness of senior preschool children to adapt to social and everyday conditions with due regard to its criteria, indicators and levels of its formation. The criteria for forming the above-mentioned components of readiness: the personal component of readiness (values-based orientations; motivation; emotional well-being; the personality's integrative qualities ensuring the formation and development of readiness for social and everyday conditions); the cognitive component of readiness (a set of basic ideas about oneself, the world around; basic ideas about norms and rules of behavior in society; basic ideas about social and everyday activities; basic socio-cultural ideas); the activity-based component of readiness (a set of general thinking; general labor; social and everyday; communicative skills).

During the next stage of the study, we selected indicators. Indicators of the fully formed personal component of readiness are as follows: the person's moral qualities (goodness (good), mercy (merciful), truth (truthful), lie (lying), conscience (conscientious), care (caring); norms, rules and principles of behavior adopted in society; adequate attitudes to the world, to other people, to oneself; adequate needs and desires of children; the following motives: behavioral motives; motives associated with children's interest in various activities; motives associated with children's interest in cognizing the world around; motives associated with the establishment and preservation of positive relationships with adults and children; the positive emotional background of children to themselves and other people; the adequate understanding of people's emotional states; the child's emotional comfort in family; the child's favorable relationships with their peers; initiative, autonomy, responsibility, determination, dedication. Indicators of the fully formed cognitive component of readiness are as follows: the depth, consistency, fullness and conscious mastery of basic ideas about oneself and their immediate circle; subjects and objects, properties of the surrounding world; the purpose of objects, their properties and qualities, their possible application in society. Indicators of the fully formed activity-based component of readiness are as follows: the ability to attribute object properties to the given standards; the ability to perform mental operations, structure information and establish cause-effect relationships; basic mathematics skills; spatial awareness; setting and retaining the purpose of some activity; the analysis of samples and task conditions, the planning of substantive and practical activity; the organization of workplace and labor process, the rational choice of materials, tools, the careful handling of tools, hygiene and safety; self-control and mutual control, the assessment and improvement of activities; self-care skills; nutritional skills; skills related to basic movements; maintenance skills; the ability to join the process of communication and to coordinate one's actions with

communication partners; the ability to demonstrate one's feelings, interests, moods; the ability to assess the emotional behavior of each other [40]-[42].

We should also consider different levels reflecting the formation of readiness components. Thus, the high-level personal component indicates that senior preschool children have moral qualities to cognize social and everyday reality, show an interest in adapting to social and everyday conditions, form a positive emotional attitude towards themselves, other people, social and everyday activities, as well as favorable relationships with peers, develop such qualities as initiative, independence, responsibility, determination and purposefulness. The average-level personal component of readiness suggests that senior preschoolers are interested in studying the surrounding world but do not aspire to it, they have favorable relationships with peers, as well as partially developed moral qualities and personal integrative qualities ensuring the formation and improvement of readiness to adapt to social and everyday conditions. The low-level personal component of readiness suggests that senior preschool children demonstrate a weak interest in adapting to social and everyday conditions, have no desire to study the world around them but still do it, partially show moral qualities and personal integrative qualities ensuring the formation and improvement of readiness to adapt to social and everyday conditions. The unformed level of this component implies that senior preschoolers do not try to engage into social and everyday activities, do not have moral qualities and personal integrative qualities ensuring the formation and development of readiness to adapt to social and everyday conditions.

The high-level cognitive component of readiness suggests that senior preschool children understand its essence, have basic ideas about social and everyday adaptation, have well-formed basic ideas about themselves, the immediate circle, subjects, objects and properties of the surrounding world, object appointment, properties and qualities, possible application in society, social and everyday activities. The average-level cognitive component of readiness implies that senior preschoolers have basic ideas about social and everyday adaptation but have difficulty in transferring them, have some basic ideas about themselves, the immediate circle, subjects, objects and properties of the surrounding world, object appointment, their properties and qualities, possible application in society but the information necessary for the implementation of these practice-oriented activities is not complete. The low-level cognitive component of readiness suggests that senior preschoolers have some basic social and everyday notions but lack ways to use them, have basic ideas about themselves, the immediate circle; the knowledge of subjects, objects and properties of the surrounding world, object appointment, their properties and qualities, possible application in society are poorly mastered. The unformed cognitive component of readiness implies that senior preschool children lack basic social and everyday notions necessary for the implementation of their own social and everyday activities.

The high-level activity-based component of readiness suggests that senior preschoolers are focused on social and everyday adaptation, understand its essence, have basic social and everyday ideas necessary to carry out various types of social and everyday activities, can skillfully organize their workplace, choose proper materials and form an adequate algorithm for their activities. The average-level activity-based component of readiness indicates that senior preschool children have a positive attitude towards social and everyday activities, can perform various types of activities but make mistakes while organizing their workplace at home or in an educational organization, including the selection of proper materials, have a difficulty in the process of forming an algorithm for their activities. The low-level activity-based component of readiness indicates that practical skills of senior preschoolers are underdeveloped, they make significant mistakes in the organization of their workplace, including the selection of proper materials, have significant difficulties in forming an algorithm of their practice-oriented activities. The unformed activity-based component of readiness suggests that senior preschool children cannot use the existing skills in practice-oriented activities aimed at social and everyday adaptation, they do not know how to organize their workplace and select proper materials, cannot form an algorithm for their activities.

III. PROPOSED METHODOLOGY

We conducted the experiment consisting of three stages (ascertaining, formative and control) in the period from 2014 to 2018. In this article, we focus on the results obtained at the ascertaining stage carried out in organizations of additional education in the city of Saransk, the Republic of Mordovia: The afterschool center at the Federal State Budgetary Educational Institution of Higher Education "Mordovian State Pedagogical Institute named after M. Ye. Evsevev" and the early development center "Kolokolchik". One hundred and twenty preschool children participated in the experiment and were divided into control (CG) (60 children) and experimental group (EG) (60 children).

The ascertaining stage of the experiment aimed to study the readiness of senior preschool children to adapt to social and everyday conditions in the context of additional education and describe the formation of their readiness.

Within the framework of this study, we used the following methods: 1) theoretical: the analysis of Russian and foreign literature studying the readiness of senior preschoolers to adapt to social and everyday conditions in the context of additional education; 2) empirical: the ascertaining experiment.

As a result, we have developed new methods for studying the readiness of senior preschoolers to adapt to social and everyday conditions in the context of additional education. Our methods comprise several tasks aimed at studying the structure of the above-mentioned readiness: 1) the personal component (the method of case problems); 2) the cognitive component (surveying); 3) the activity-based component (practice-oriented tasks) [43]. To collect additional information about senior preschool children, we used the method of the generalization of certain characteristics.

Children did these tasks individually without any time limitations. The results obtained were recorded in the corresponding reports. Then we generalized and systematized the study results.

IV. RESULTS AND DISCUSSION

Next, we should dwell on the results of the ascertaining experiment. The results of studying the personal component of readiness are as follows: senior preschool children successfully coped with tasks related to values-based orientations. They recognized the significance of the person's moral qualities (kind, merciful, truthful, deceitful, conscientious, caring); the norms, rules and principles of behavior adopted in society; demonstrated activity and acted with due regard to the interests and needs of other people; showed an adequate attitude to the world, other people and themselves. The senior preschool children showed good results on the development of motivation. For example, they were interested in various activities (social and everyday), learned more about the world around, understood the importance of these processes, set goals for achieving a specific result; established and maintained positive relationships with adults and other children. Some children coped well with tasks related to emotional well-being but they had a positive emotional attitude to themselves and other people. The respondents adequately understood the emotional state of other people. Senior preschool children had emotional comfort in their families. The rest of the respondents experienced the greatest difficulties related to the individuals' integrative qualities when they needed to independently choose a certain course of action in different situations. These children revealed both positive and negative qualities. The results of studying a specified component of readiness are presented in Table I below.

Table-I: The results of studying the personal component of the readiness of senior preschool children to adapt to social and everyday conditions (%).

No.	Assessing the quality of answers	Task is done fully and well		Task is partially correct		Task is done incorrectly		Refuse to do the task	
		EG	CG	EG	CG	EG	CG	EG	CG
1.	Values-based orientations	17%	15%	20%	24%	63%	61%	0%	0%
2.	Motivation	13%	15%	37%	35%	41%	45%	9%	5%
3.	Emotional well-being	13%	13%	20%	31%	50%	41%	17%	15%
4.	Individual's integrative qualities	7%	9%	24%	27%	60%	55%	9%	9%

Here are some examples of how children solved the provided case problems. To study the formation of values-based orientations, we offered senior preschool children the following case problems: "A child from your group drank juice and threw the juice box on the floor. What will you do?". A small part of children from the EG (15%) and the CG (10%) grasped the problem and were able to adequately assess the child's behavior ("Kirill did very badly because he made a mess"),



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explain their actions ("You cannot do that, you should respect others' efforts. If we drop litter everywhere, then it would be really dirty on the street, at home and in our kindergarten"). Some children offered ways to solve the problem. For example, "I will make Kirill lift the juice box he tossed and throw it into a trash can. That will be the right thing to do". We analyzed the answers of preschool children and realized that they understood the importance of the individual's moral qualities, which proves the formation of moral ideas serving as reference points in any activity. Thus, we evaluated the answers provided by preschoolers as correct.

Some children (25% of the EG and 25% of the CG) partially coped with the task. The respondents understood the problem, condemned Kirill's deed and even tried to find an excuse for his behavior ("It is bad to litter, only bad people do it. Maybe it happened by chance"). As a result, senior preschool children understood the importance of the individual's moral qualities, they had moral ideas about what is good and bad but found it difficult to state that one should not litter; the children could not clearly assess some judgments ("Kirill is my friend, I can clean up his mess, no problem").

Most respondents (50% of the EG and 60% of the CG) did not cope with the task. These children could not understand the problem and did not try to somehow explain their actions. Their answers indicated their indifference to the problem case and their own activity ("It was Kirill who littered, not me. He should clean up his mess"). This group of children tried to abstract themselves from the problem and could not predict their behavior in such a situation that was not their concern ("It is Kirill's problem and he should be ashamed of his deed"). Almost no children refused to do the task (10% of the EG and 15% of the CG).

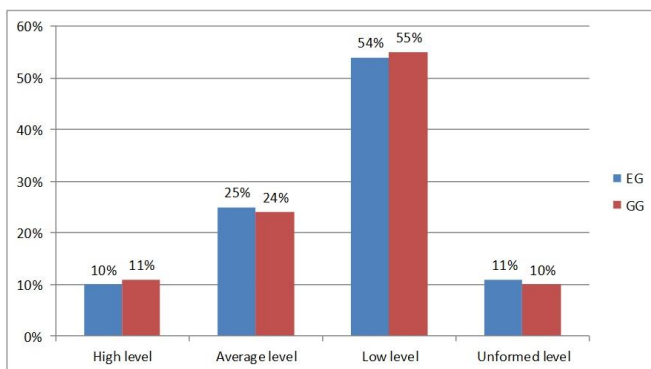


Fig. 1. The formation of the personal component within the readiness of senior preschool children to adapt to social and everyday conditions.

After analyzing the study results, we distinguished the following levels of the readiness of senior preschool children to adapt to social and everyday conditions (Fig. 1): *the high-level formation* (children showed moral qualities, interest in social and everyday activities; had a positive emotional attitude to themselves and other people, as well as social activities; maintained a favorable relationship with peers; senior preschool children demonstrated such qualities as initiative, independence, responsibility, decisiveness, dedication, i.e. this group of children had all the qualities that form the basis of social and everyday adaptation; 2) *the average-level formation* (senior preschoolers showed interest in studying the world around but did not strive to do it;

maintained favorable relationships with peers; senior preschool children partially demonstrated such qualities as initiative, independence, responsibility, determination and dedication; 3) *the low-level formation* (senior preschool children tried to study the world around but did not succeed in it; they partially demonstrated moral qualities and the personality's integrative qualities, which indicates that senior preschool children had underdeveloped qualities that form the personality's basis; 4) *the unformed level* (senior preschool children did not strive to participate in social and everyday activities, they lacked the individual's moral and integrative qualities ensuring the formation and development of readiness for social and everyday adaptation; children refused to do the tasks provided). We should also note that most senior preschoolers had the low-level readiness to adapt to social and everyday conditions.

We need to describe *the formation of the cognitive component of readiness*. The analysis of the results can be presented as follows. The most successful senior preschoolers coped with tasks concerning basic ideas about themselves and the world around (12% of the EG and 16% of the CG). They had fairly accurate ideas about themselves and their immediate circle, subjects and objects of the surrounding world; knew their properties and attitudes, as well as the purpose of objects, their properties and qualities, their possible application in society. The respondents showed good results in relation to basic ideas about the norms and rules of social behavior (31% of the EG and 23% of the CG). The children were well aware of table manners; dress code, rules of speech etiquette, proper behavior in various life situations. They felt confidence in communicative situations and were verbally active. The respondents coped well with tasks relating to basic ideas about social and everyday activities (47% of the EG and 50% of the CG). They were quite knowledgeable about issues related to the surrounding social and everyday reality, things and materials ensuring the implementation of these activities, as well as technological processes that form the basis of various social and everyday activities. The senior preschool children experienced considerable difficulties while dealing with socio-cultural ideas (10% of the EG and 11% of the CG). They had ideas about their family, family and kinship relations, hometown and motherland, different countries and peoples of the world, socio-cultural values of their nation. However, they had difficulties in comparing, generalizing and classifying them. The results of studying a specified component of readiness are presented in Table-II below.

Table-II: The results of studying the cognitive component of the readiness of senior preschool children to adapt to social and everyday conditions (%).

No.	Assessing the quality of answers	Task is done fully and well		Task is partially correct		Task is done incorrectly		Refuse to do the task	
		EG	CG	EG	CG	EG	CG	EG	CG
1.	Basic ideas about oneself and the world around them	12%	16%	31%	23%	47%	50%	10%	11%

2.	Basic socio-cultural ideas	6%	8%	12%	18%	60%	55%	22%	19%
3.	Basic ideas about social and everyday activities	12%	12%	27%	31%	55%	47%	6%	10%
4.	Basic ideas about the norms and rules of social behavior	15%	12%	30%	33%	45%	50%	10%	5%

Here is one of the examples how preschool children did the tasks. While describing basic ideas about the norms and rules of social behavior, we should note that 15% of the EG and 10% of the CG gave detailed and complete answers to the question "How you should behave at the theater?". Children managed to consistently present the required information. For example, "My mom and I often go to the theater. We dress up at home because everything is very beautiful at the theater and then we go. For a start, we enter the building and go to the cloakroom, undress and tidy up, that is, we go to the mirror, comb our hair and go to the hall. Then we take our seats according to the tickets. If we take other seats, we can be kicked out. Next, we sit down and turn off the phone or put it on the silent mode. While watching a performance, we sit quietly and do not litter". Children drew some conclusions and made judgments (for example, "Theater is a beautiful world, I like going to the theater"). 25% of the respondents in the CG and the EG partially coped with the task: they understood the question and considered their ideas but did not give a complete and detailed answer and only listed their possible actions (for instance, "When going to the theater, we dress up, go by bus, take off our outer clothing, enter the hall, take our seats and wait for the performance to start"). Most respondents found it difficult to answer the question and needed 25% extra time to think over the question. The senior preschool children stated they should behave with dignity but did not specify how to do it. The experimenter asked elaborative questions (for example, "What exactly did you wear in the theater? Why do you need to turn off your phone while at the theater?"). Children answered these questions (for instance, "I put on a white shirt and pants" or "Not to disturb anyone"). It proves that children disengage themselves from solving the existing problems, show their indifference and passivity. It should be noted that 10% of the EG and 5% of the CG refused to complete the task and explained it in the following manner: "I do not like theater... We do not go to the theater".

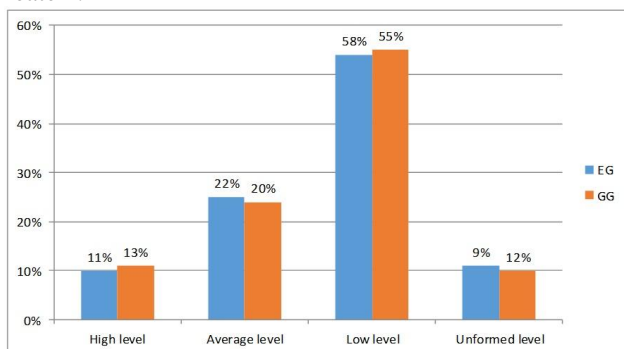


Fig. 2. The formation of the cognitive component within the readiness of senior preschool children to adapt to social and everyday conditions.

After analyzing the study results, we distinguished the

following levels of the readiness of senior preschool children to adapt to social and everyday conditions (Fig. 2): 1) *the high-level formation* (senior preschoolers understood the essence of this readiness and had basic social and everyday ideas; they had well-formed and integral basic ideas about themselves, the immediate circle, subjects, objects and properties of the world around, the purpose of objects, their properties and qualities, possible application in society and implementation in social and domestic activities; they generalized the existing ideas; adequately respond to the questions asked, provided complete and accurate information in a specific sequence); 2) *the average-level formation* (senior preschool children had basic social and everyday ideas but found it difficult to transfer them; they had some basic ideas about themselves, their immediate circle, subjects, objects and properties of the surrounding world, the purpose of objects, their properties and qualities, possible application in society but the information provided was incomplete and inaccurate, the children partially skipped information); 3) *the low-level formation* (senior preschool children had some basic social and everyday ideas but could not use them; they were baffled by the question posed, could not establish links between certain objects and their properties); 4) *the unformed level* (senior preschoolers lacked basic social and everyday ideas necessary for the implementation of their own social and everyday activities, some refused to fulfill the task).

Now we should consider the formation of the activity-based component of readiness. The analysis of the results can be presented as follows: the most successful children coped with the tasks requiring communicative, general labor and general thinking skills. At the same time, we should note similar results, which is a consequence of the formation of these skills in the sensitive period of preschool development. However, the respondents had difficulties doing the tasks aimed at identifying the formation of social and everyday skills, which indicates the insufficient formation of practical skills among preschool children. The results of studying a specified component of readiness are presented in Table-III below.

Table-III: The results of studying the activity-based component of the readiness of senior preschool children to adapt to social and everyday conditions (%).

No.	Assessing the quality of answers	Task is done fully and well		Task is partially correct		Task is done incorrectly		Refuse to do the task	
		EG	CG	EG	CG	EG	CG	EG	CG
1.	General thinking skills	8%	13%	23%	26%	60%	55%	9%	6%
2.	General labor skills	3%	5%	30%	32%	61%	55%	6%	8%
3.	Social and everyday skills	8%	10%	13%	15%	62%	60%	17%	15%
4.	Communicative skills	13%	11%	26%	30%	50%	50%	11%	9%

Here is one of the examples of how senior preschool children did practice-oriented tasks. While describing social and everyday skills, we should note that the children were asked to sort out the mess in their group room. 10% of the EG and 15% of the CG coped with the task.

They grasped the essence of the task, managed to determine the sequence of work stages and strictly followed them (for example, "first, we will put all the toys to their places, then we will take a cloth, wet it and remove dust..."). The children adequately used certain methods of work (for instance, each toy was put on its own place), each action was brought to a logical end. If necessary, the children explained their actions; could apply the existing basic ideas into practical activities; they used the necessary equipment and accessories for the intended purpose. Some children (30% of the EG and 25% of the CG) made some inaccuracies during the task, for example, they picked the toys but laid them to the wrong places. While answering the experimenter's question "Have you done everything? Did you forget to do anything?", the children answered that they "did not forget anything". However, once they heard the experimenter's comments, they noticed their mistakes and corrected them. Most respondents (60% of the EG and 65% of the CG) experienced some difficulties. They were unorganized (for instance, they did not know where to get a cloth), forgot the task instructions or violated the necessary sequence of actions. They took a cloth, wiped the dust from the shelves, put toys on there, cleaned them up and brought to a special corner. Only then, they could wipe the dust in the playing area. Some children refused to do the task.

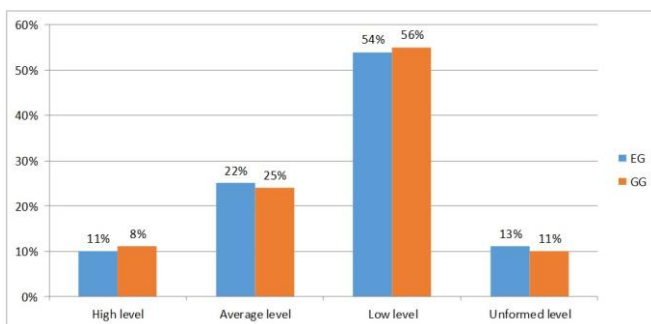


Fig. 3. The formation of the activity-based component within the readiness of senior preschool children to adapt to social and everyday conditions.

After analyzing the study results, we distinguished the following levels of the readiness of senior preschool children to adapt to social and everyday conditions (Fig. 3): 1) *the high-level formation* (senior preschool children were inclined to social and everyday adaptation, understood its essence and had the necessary basic social and everyday ideas; could efficiently organize their workplace; rationally chose the necessary materials; formed a proper algorithm of their activities; analyzed case problems; highlighted the most important phenomena, finished the action they started; if necessary, explained their actions and could use the knowledge obtained in practical activities); 2) *the average-level formation* (senior preschool children had a positive attitude towards social and everyday adaptation and carried out different activities but did mistakes (in organizing their workplace at home and in educational institutions, in choosing the necessary materials); they experienced some difficulties in forming an algorithm of their activities); 3) *the low-level formation* (senior preschool children were able to carry out social and everyday activities but did grave mistakes while organizing their workplace or choosing the necessary materials; they experienced considerable difficulties in forming an algorithm of their practice-oriented activities); 4)

the unformed level (senior preschool children could not use the existing skills in practice-oriented activities; they did not know how to organize their workplace and rationally select the necessary materials; they could not form an algorithm of their activities).

V. CONCLUSION

Summarizing the data provided above, we can draw the following conclusions:

First, the readiness of senior preschool children to adapt to social and everyday conditions is an integrative characteristic expressed by the child's acquisition of basic social and everyday notions and skills, as well as practice-oriented experience, that helps develop their personality, master social roles, behavioral norms and various activities (social and everyday), acquire the knowledge of the surrounding social and everyday environment and engage into it.

Second, the readiness of senior preschool children to adapt to social and everyday conditions is represented by the personal, cognitive and activity-based components, including the following elements: 1) the personal component: values-based orientations, motivation, emotional well-being and the person's integrative qualities ensuring the formation and development of readiness to adapt to social and everyday conditions; 2) the cognitive component: basic ideas about themselves and the world around, basic socio-cultural ideas, basic ideas about social and everyday activities, basic ideas about the norms and rules of social behavior; 3) the activity-based component: general thinking, general labor, social and everyday, communicative skills.

Third, we have generalized the results of the ascertaining experiment and revealed that all the above-mentioned components of readiness are poorly developed among senior preschool children. This fact indicates that most children in the EG and CG have low-level readiness for social and everyday adaptation, which is manifested by low interest and motivation, as well as the lack of basic ideas and skills necessary to perform other types of social and everyday activities.

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