



The Problem of Older Pre-School-Age Children's Awareness of their Skills in Educational Situations

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Abstract

This article is devoted to the consideration of such a phenomenon as the development of the child's personality, which provides them with an understanding of themselves, the discovery of their own experiences and possibilities. The author gives a definition of the concepts of "awareness", "skill", "educational situations" and makes an attempt to distinguish between these concepts. The article notes that to realize is to understand oneself, to comprehend one's attitude towards oneself and others. The author provides a review of national literature on the study of this problem. The article describes the scope of scientific areas in the context of which the problem of developing children's awareness of their own skills and the role of educational situations in this process is studied. The paper presents the author's definition of children's awareness of their skills in educational situations. Attention is drawn to the fact that children's awareness of their skills is possible taking into account the age and individual characteristics of older preschoolers. The article reveals the specifics of the process: from modeling educational situations to expanding children's understanding of their skills and mastering the ways of their awareness. Teachers can use diagnostic tasks in their practical activities. Of special interest are developed educational situations, their practical significance is undeniable, they allow children, without any coercion and in an accessible form, to master the ways of representing their skills.

ARTICLE HISTORY

Received February 23
2020, Accepted
March 17, 2020
Published June 27,
2020

KEYWORDS

older pre-school-age
children, skills,
awareness of one's
skills, educational
situations, diagnostic
tasks.

INTRODUCTION

The issue of developing older pre-school-age children's awareness of their skills in conditions when they are intentionally included in a more complex process for them, the educational process, is rather acute. Awareness or non-awareness of one's skills affects the course and result of children's educational activities. Therefore, it is important that the child can adequately assess their skills, since this is precisely what is the driving force for their success.

Analysis of studies (A.G. Spirkin, 1972; E.F. Rybalko, 2001; E.N. Ankudinova, 2000; Galiguzova L.N., Smirnova E.O., 1999;) gives us the right to assert that the children's ability to be aware of their achievements affects various areas of the personality of preschoolers, especially cognitive, emotional-volitional, social and moral. It is the presence of skills that provides children with activity, expands their interests and determines the

degree of attitude to what is the subject of assimilation and cognition.

METHODOLOGY

The following provisions are the theoretical and methodological basis of the study:

on the legality of considering the process of awareness of one's skills as a structural component of personality that determines the possibility of conscious implementation of specific activities (T.N. Ovchinnikova, 2004; E.F. Rybalko, 2001; E.N. Ankudinova, 2000; S.V. Malanov, 2001);
on the interdependence of the awareness of one's skills on the level of development of self-awareness and self-esteem (I.I. Chesnokova, 2004; E.V. Zinko, 2006; A.V. Zakharova, M.E. Botsmanova, 2006);
on educational situations, their role in the acquisition of knowledge, skills and abilities (Yu.S. Tyunnikov, 2013; D.E. Abduvakhobova, U.E. Ergashev, 2014).

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We come to the disclosure of the psychological and pedagogical problem of the development of older pre-school-age children's awareness of their skills through the consideration of such concepts as: "development", "awareness", "skill", "self-esteem", "self-awareness".

Development is only potency, an opportunity that needs to be launched in a certain direction. Awareness is associated with an understanding of phenomena, objects, in our case, one's behavior and skills. Skill is a way of performing an action, a structural component of a personality that determines the possibility of a specific activity. Self-esteem is considered as the ability to evaluate oneself, the results of one's activities (A.K. Bolotova, 2006; V.G. Maralov, 2009).

In national science, the concept of "skill" is considered as a structural component of the personality that determines the possibility of carrying out specific activities (Yu.M. Tikhomirova, 2014); as the ability to quickly, accurately and consciously perform certain actions on the basis of acquired knowledge and acquired skills (G.S. Kostyuk, 1988); as the mastery, the ability to use the information available to a person to achieve their goals (D. Poia, 1961).

"We use the term "awareness of one's skills" and consider it as the orientation of the child's knowledge, desires, aspirations, actions to determine and evaluate their own abilities to carry out educational activities" (O.V. Dybina, 2018). Awareness of their skills allows the children to socialize, adequately relate to themselves and to people around them (adults and peers). A special role in the process of awareness of one's skills is played by the presence of interests, an emotionally-evaluative attitude to what is the subject of their assimilation and cognition.

For our research, it is important that older pre-school-age children are able to reasonably evaluate their skills, explain the achievements obtained in the process of performing actions. If children constantly receive unflattering reviews about their activities ("Don't mess with anything you don't know; " "You won't be able to. Maybe someone else will try?"), they begin to think about the possibility that they really are not capable of this. These actions of others (adults, peers) can lead to a generalization of experiences, the formation of a negative assessment of their skills and capabilities. Based on the analysis of psychological and pedagogical research (N.E. Ankudinova, 2000; S.G. Yakobson, T.N. Doronova, 1988), "the following indicators characterizing the level of development of older pre-school-age children's awareness of their skills in educational situations were determined: presence of ideas about skills acquired in educational situations; desire to perform educational activities; ability to carry out

educational activities and achieve results; ability to subordinate their actions to certain rules; assessment of their own abilities to perform educational activities in a child-specific form expressed by a word, gesture, movement, etc.; assessment of their own abilities to achieve results in a child-specific form expressed by a word, pattern, movement" (O.V. Dybina, 2018).

For our research, it is important that the development of awareness of one's skills during the period of senior preschool age is considered in close connection with the initial stage of the formation of the child as a subject of educational activity. We consider the problem of developing awareness of skills in educational situations, therefore, there is a need to disclose this concept. The educational situation is considered by us as a set of educational activities external to the subject.

In the process of educational activity, children find themselves in a particular educational situation. The success of the educational situation is achieved not by the availability of information, but by the desire to realize one's skills, use them in practical activities, and by various educational situations.

In the course of educational activities, the teacher plans to achieve certain goals and objectives, and also supposes the establishment of a special, educational relationship between him/her and the children of a group. This relationship allows us to talk about the educational situation adequately adopted by older preschoolers. One of the main forms of influence used by a teacher in the learning process is instruction, i.e. system of instructions guiding the actions of a child. Therefore, the attitude towards the instruction is the most important indicator of the child's acceptance of the educational situation.

Of course, it is important to know that senior preschool age is a period of serious changes taking place in the field of knowing oneself, one's abilities, skills and capabilities. Faced with failures or systematically receiving unflattering reviews of failures in the classroom, children are disappointed in themselves, which can lead to a generalization of experiences, as well as the formation of a negative assessment of their skills.

In such a situation, the child's self-esteem is underestimated, which leads to a distorted assessment of both their skills and those of their peers: the child refuses to perform certain educational activities, does not realize the need to complete and analyze them.

Correct construction and organization of educational situations, taking into account the individual characteristics of children during classes will equip children of 6-7 years old with the development of adequate awareness of their skills in the process of educational activity.

Analysis of the problem under consideration at the scientific, theoretical and methodological levels indicates that the positive possibilities of educational situations in the process of developing awareness among children of 6-7 years old of their skills, therefore, the objective of our research is to experimentally check the impact of educational situations on the development of awareness among children of 6-7 years of their skills.

RESULTS

We paid special attention to revealing the level of awareness among children of 6-7 years of their skills in educational situations in a preschool educational organization. The ascertaining experiment was attended by 140 children of the school-preparatory group, kindergartens of ANO DO "Planeta Detstva "Lada". To achieve the objective of the research, a diagnostic assessment checklist was developed (table 1).

Table 1 – Diagnostic assessment checklist

Objective	Indicators	Diagnostic tasks
To identify the level of development of awareness among children of 6-7 years of their skills in educational situations	ideas about skills acquired in educational situations;	game situation "Describe your skills"
	ability to carry out educational activities and achieve results;	
	desire to perform educational activities	Monitoring the activities of children; Conversation "Desires, aspirations and preferences"
	ability to subordinate one's actions to certain rules	game situation "Subordinate your actions"
	ability to evaluate the completed "educational activities in a child-specific form expressed by a word, gesture, movement" (O.V. Dybina, 2018)	game situation "Build a ladder out of your skills"
	ability to evaluate one's achievements	"Assess your skills"; Picture task "My skills"

Consider the organization and holding of individual diagnostic tasks. For example, diagnostic task 1 "Assess your skills" is of interest, it is aimed at studying the level of the ability to evaluate one's achievements.

Each child was asked questions about the ability to finish what it has started and achieve the result. For example, "Tell me, please, do you have classes in kindergarten? Does the teacher give you tasks, instructions? If you were given a task or asked to do something, to help, do you finish the work you have started to the end or not? And how often do you get it? Why can't you do this, what is the reason?"

If the child answered in the affirmative, confirming that he/she always brings any matter to the end, he/she was asked to describe his/her behavior/reactions (For example, "When I have completed everything, I am happy, I smile, I feel easy and calm; I can even jump for joy and sing"). If, according to the child, for some reason he/she is not able to complete the work he/she has started, just as in the first case, he/she was asked to describe his/her behavior/reactions (For example, "I do not always finish the work I have begun, so I start to feel sad").

Next, the preschooler was offered a situation, as a result of which the actions of the child were recorded. Example of a situation: "Imagine that you are in kindergarten and during the lesson you were

given a task that you need to complete. But here comes your friend and says: "Let's play!" What will you do?"

If the child chose to continue the task, the following questions were asked: "Is the result of the task always good? Do you always cope with the tasks? How do you achieve the result? If you completed the task correctly, you did it well, how do you assess yourself? What are you doing in such a case?"

The analysis of the responses of the children indicates that there are children who can do everything and always finish the work they have begun, but they could not describe how they achieve such results. There were children who chose the game or refused to answer the proposed questions or gave monosyllabic answers, which, in turn, could be due to ignorance and inability to evaluate their own skills.

The analysis of the results of the diagnostic tasks shows that it is conditionally possible to distinguish three levels of awareness of skills among children of preschool age.

Low level (45%). Children of this level find it difficult to evaluate their skills; they do not respond to adult assistance. When self-evaluating their skills, their estimate is often low, and they explain this by the fact that they have little knowledge and almost do not possess any necessary skills in educational activities. These children emphasize

the lack of desire and aspiration to engage in class ("I am worse than everyone, I don't know much"). In most cases, the real and ideal assessments of personal skills do not match.

The average level (40%). Children of this level, with the help of an adult, are able to adequately relate to their achievements. The ability to listen and accurately follow the instructions of an adult is manifested in individual situations. They rarely resort to self-testing of the completed task. The desire to perform educational activities is manifested situationally. Real and ideal assessment of their own skills actually coincide or allow slight discrepancies.

High level (15%). Children of this level are sociable, self-confident, active, balanced, persistent in achieving their goals. Without any difficulties, they can explain their actions, referring to real situations and achievements. They are able to perform educational activities and achieve results. The children show attentiveness, activity, desire and interest in educational activities. The correctness of the implementation of the proposed tasks is of great importance. They know their abilities and skills quite objectively and, at the same time, they have a certain self-criticism. Children of this group tend to strive for success. They are able to reasonably evaluate their skills, specify achievements. Learning activity is preferred, although interest is also shown in the game, work, and communication.

We believe that the results can be influenced if we organize an educational experiment (informational, educational, transformative). The identification of the stages of the educational experiment was determined by the degree of independence of preschoolers and the nature of interaction with adults.

At the information stage, it is necessary "to bring children to the understanding that each person in the process of activity, including educational activity, masters various skills that help to carry out actions and achieve results" (O.V. Dybina, 2018). The following educational situations were offered to the children: "How Dunno learned educational skills"; "Complete the tasks"; "Bring the matter to the end"; game tasks "Welcome", "What I can do".

The educational situation "Bring the matter to the end" is of interest to children. This story is about two brothers who were the same age and therefore were in the same kindergarten group. Their names were Slava and Vasya. Slava loved to attend all classes that were held in kindergarten, he always showed attentiveness. Any task that the teacher gave him, he carried out to the end, he tried, and he was always praised for this. Slava said that if he succeeds, then his mood rises, there is a desire to laugh. And when his mood is good, creativity wakes up, it manifests itself in bright and colorful drawings. Of course, there are situations when it is

not possible to complete the task correctly, but Slava does not give up and tries again. But with his brother Vasya, the opposite is true. He was lazy, did not catch, left unfinished and went to play. Meanwhile, his knowledge and skills were lost every year. It's actually making him sad and scared. His drawings were also gray and sad, like large thunderclouds. Once Vasya decided to turn to his brother for help:

"Slava, you always succeed, and you easily complete tasks, help me learn everything. Reveal your secret."

To which Slava answered him:

"There is no secret; it's just that I always finish the work I have started, even if it's not easy. You should try it."

Children took an active part in the discussion of the following issues:

"What skill helped Vasya in class?" Do you finish the matter you have started? How do you feel in such a case? How do you evaluate your skills, successes/failures?"

For example, the answer of Galya M. "The ability to be attentive, the ability to complete tasks. Sometimes I finish the job I've started, and sometimes I get tired and don't finish it quite a bit. In different ways, sometimes I am happy and I tell my mom about it, and sometimes I am angry with myself. If everything worked out, I tell everyone that I'm really good. When I can't finish it, I'm silent."

Preschoolers were attracted by the "Welcome" game task; it is aimed at expanding children's ideas about the skills needed in educational activities.

The children were invited to listen to the instruction: "Each of you has different skills. We use all these skills not only in the process of educational activity, but also in a game, motor activity, etc. All these skills are very familiar to you, it remains only to remember them. Now I will call you various skills, and the one of you who possesses this ability should stand up and everyone else will applaud him or her." Further, various skills needed in educational activities were called. Skill options that were offered to the children:

1. Ability to bring the job to the end.
2. Ability to listen carefully to the teacher, not to be distracted.
3. Ability to follow the rules without breaking them.
4. Ability to evaluate one's skills.
5. Ability to evaluate the skills of other children.

An interesting fact is that during the course of this game task, there was not a single child who would not identify a single skill in themselves.

The educational stage is aimed at encouraging children to master the ways of awareness of their skills and achievements in their activities. At this stage, the following educational and game

situations were used: "Skill Diary", "My Friends", "Self-Advertising".

Children were offered to get a notebook or notepad and head it "Skill Diary". It is necessary to record (by parents/teacher) all the skills that the child has mastered for several months; paste photos from classes, sketch skills or successful educational situations (performed by children). It could even be minor glimpses of certain skills. A similar diary belonged to the child, so he/she had the right to include everything he/she considered necessary, but periodically he/she was reminded of its function. According to the results of the work, it was necessary to highlight, together with the child, all the marked skills and make of them a daisy, the center of which is the child, and the petals are his/her skills. Then – to flip through the entire diary and evaluate what the child is doing better/worse and what skills help him/her in this.

Children had the opportunity to bring this diary with them to kindergarten, to take home; they could mark in it not only their personal skills, but also the skills of close friends. As a result, the children, together with their parents, were asked to re-examine everything that was noted in the diary for a given period of time and sketch a "daisy" of the child's skills. To analyze this activity, the following questions were proposed (questions can be more detailed, depending on the characteristics of the child and the current situation):

- What assistant skills do you already have?
- What skills have appeared recently?
- What skills do you use most often?
- What skills help you in class?

It was noted that the children began to depict their skills in more detail in their drawings, to talk more about them (describe them). This fact indicates a positive dynamics in the level of awareness of children's skills.

At the transformative stage, it is necessary to master effective "ways of behavior, self-assessment of one's skills and transfer of accumulated experience to real life" (O.V. Dybina, 2018). At this stage, older preschool children were included in the following educational situations: "Help your friend"; "Who follows the rules"; "Assess your skills"; "Who made a mistake?"

Each child was offered situations in which he/she had to demonstrate his/her skills, evaluate achievements not only of his/her own, but also of his/her peers.

CONCLUSION

Further, it was necessary to study the dynamics of the level of development of older pre-school-age children's awareness of their skills in educational situations. The results showed an increase in the number of children assigned to a high level of awareness of their skills in educational situations

(from 15% to 59%). Children could specify skills that help them achieve their goals, get effective results and adequately evaluate their capabilities in different types of activities.

Positive dynamics in the level of development of awareness among children of 6-7 years old of their skills in educational situations are characterized by the awareness of preschoolers about their skills, the desire to talk about them, explain their achievements and those of their peers.

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