



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898473*

RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

[Http://www.dilemascontemporaneoseduccionpoliticayvalores.com/](http://www.dilemascontemporaneoseduccionpoliticayvalores.com/)

Año: VII Número: 2 Artículo no.:31 Período: 1ro de enero al 30 de abril del 2020.

TÍTULO: La formación de condiciones para el autocontrol de los niños preescolares.

AUTORES:

1. Ph.D. L.A. Ivanova.
2. Senior Lect. A.O. Aleksina.
3. Senior Lect. A.Yu. Aleksin.
4. Ph.D. O.A. Kazakova.

RESUMEN: Aunque la educación preescolar rusa ha acumulado experiencia considerable en el desarrollo, la educación y la formación de los niños, esta experiencia ya no es suficiente debido a nuevas metas sociales. Un objetivo de la investigación es: poner en práctica modelos de formación de habilidades de auto-control de niños preescolares mediante el desarrollo de cualidades de volición, estabilidad emocional en el curso de la preparación para la actividad escolar. Los caminos principales de la solución de la meta de la investigación son la dificultad que supera los ejercicios simulados en el ambiente educativo preescolar de los niños en varias situaciones de tensión, causando al mismo tiempo la movilización de todas las fuerzas del niño.

PALABRAS CLAVES: autocontrol, estabilidad emocional, volición, proceso pedagógico, ejercicios físicos.

TITLE: Forming conditions of preschool children's self-control skills.

AUTHORS:

1. Ph.D. L.A. Ivanova.
2. Senior Lect. A.O. Aleksina.
3. Senior Lect. A.Yu. Aleksin.
4. Ph.D. O.A. Kazakova.

ABSTRACT: Although Russian preschool education has accumulated considerable experience in the development, education and training of children, this experience is no longer sufficient due to new social goals. An objective of the research is: to implement models of self-control skills training of preschool children through the development of volitional qualities, emotional stability in the course of preparing for school activity. The main ways of solving the research goal are the difficulty that overcomes the simulated exercises in the preschool educational environment of children in various stress situations, causing at the same time the mobilization of all the child's forces.

KEY WORDS: self-control, emotional stability, volition qualities, pedagogical process, physical exercises.

INTRODUCTION.

Studying and the analysis of scientific literature testifies a great interest in questions of self-control skills formation in the system of preschool education.

Great teachers of the XIX century claimed, that all pedagogical search is reduced to dust if pupil's desire to study disappears. It is confirmed also by practice of modern pedagogics, at the beginning of success – there has to be a confidence of the child that he will achieve positive result which will

directly contribute to his success in all undertakings (Ierusalimova, Kalinina, & Kazakova, 2017; Kazakova, 2010; Kalmykova, 1986).

Thereof, the relevance of this work's subject is caused by studying of process of self-control skills formation contributing to management of thoughts, emotions, feelings and behavior in a new field of preschool children's activity, in particular in their future school activity (Kurilenko, Seleznev, Kazakova, & Ivanova, 2017).

Drawing on the researches conducted earlier authors of article came to a conclusion (Ierusalimova, Kalinina, & Kazakova, 2017; Kazakova, 2010; Kazakova, Ivanova, & Kurochkina, 2016; Kurilenko, Seleznev, Kazakova, & Ivanova, 2017) that in order to form self-control skills first of all it is necessary to develop strong-willed qualities where emotional stability is one of criteria of self-control skills formation, characterized by emotional stability and ability to keep a certain orientation of the actions adequate to functioning of the person in a certain situation. However, this practical material still did not find an appropriate reflection in methodical literature.

DEVELOPMENT.

Research problems.

1. To reveal dependence of self-control processes on development of will qualities and emotional stability.
2. To develop the complex of physical culture means aimed at the development of will qualities and emotional stability.
3. To carry out an experimental testing of methodical design efficiency of self-control skills development.

Materials and methods.

The analysis made by us shows that the most available means for self-control skills formation is the development of a will qualities complex which also includes emotional stability.

It is known that the activity of the personality, abilities to the conscious mobilizing effort, self-control and management of the behavior is reflected in will qualities (Kurilenko, Seleznev, Kazakova, & Ivanova, 2017). Therefore, development of diverse will qualities is possible only in any activity. So, it is possible to develop will qualities, to cultivate will in the conditions of activity which demands systematical overcoming of diverse obstacles and difficulties, gradually increasing their complexity, imposing requirements to their independent overcoming, without counting on the fact that someone else will prompt a solution.

It should be noted that in the conditions of pedagogical process, the tutor operates this process indirectly, helping to find only means to overcome difficulties, assessments of the situation by preschool children (Kazakova, Ivanova, & Kurochkina, 2016; Kurilenko, Seleznev, Kazakova, & Ivanova, 2017).

Therefore, for the solution of objectives, they carried out a research in which three groups of 20 children (two experimental and a control one) of the same age and level of physical fitness on the basis of two kindergartens No. 378 and 61 of the urban district of Samara. Making use of experience of the previous experimental work, we developed a technique of preschool children's self-control skills formation in the course of preparation for school activity (Kazakova, Ivanova, & Shechanin, 2016).

Within our experiment while applying the developed technique they diagnosed the change of the following preschool children's will qualities as emotional stability, courage and determination, commitment, initiative and independence, insistence and persistence, endurance and self-control, discipline and organization.

The complex of diagnostic actions was held (the Lüscher test (Lüscher Color Diagnostik, 2017), N.E. Stambulova's and A.I. Vysotsky's techniques (Ilyin, 2011) adapted for children of our age, Student's t-criterion, etc.), they used Spirmen's coefficient of rank correlation for establishment of interrelations reliability.

Calculation of Spirmen's coefficient of correlation was made on a formula:

$$R = 1 - \frac{\sum_{i=1}^N d_i^2}{N(N^2 - 1)},$$

where N – number of examinees in a sampling; i – serial number of an

examinee; d_i – ranks difference for the i-th examinee.

The statistical importance of correlation coefficient is determined by t-criterion which is calculated on a formula:

$$t = \frac{RN\sqrt{N-2}}{\sqrt{1-R^2}}$$

where R – Spearman's rank correlation coefficient; N – number of examinees in a sampling; df – degree of freedom. As well as when calculating Student's t-criterion, the level of the statistical importance (r-level) is determined by the tables of criterion's critical values with the known values of the criterion and degrees of freedom.

We used a computer StatSoft Statistica v.6.1 package in which the exact value of r-level for each comparison turns out.

Results.

During the establishment of reliable interrelations and application of the Spirmen's correlation analysis to results of diagnostics on the basis of S-factor techniques, they revealed the change of indicators (Tables 1, 2).

Table 1. Indicators of will qualities at the beginning of the experiment.

	Control group				Experimental group (1 and 2)			
	R	t	df	p	R	t	df	p
Commitment –a	0,304	1,921	36	0,062	0,379	2,456	36	0,021
Commitment –s	0,38	2,414	36	0,021	0,338	2,142	36	0,039
Courage and determ. – a	0,347	2,199	36	0,034	0,280	1,769	36	0,056
Courage and determin. –s	0,306	1,9335	36	0,0606	0,312	1,971	36	0,085
Persistence and insist. – a	0,340	2,157	36	0,037	0,313	1,977	36	0,032
Persistence and insist. – s	0,282	1,781	36	0,083	0,351	2,229	36	0,055
Initiative and indep. – a	0,331	2,099	36	0,042	0,387	2,464	36	0,018
Initiative and indep. – s	0,343	2,173	36	0,036	0,320	2,028	36	0,05
Self-control and end. –a	0,364	2,313	36	0,026	0,280	1,769	36	0,085
Self-control and end. –s	0,289584	1,827	36	0,075	0,331	2,099	36	0,042
Organization -a	0,448	2,86	36	0,007	0,459	2,936	36	0,006
Organization -s	0,349	2,211	36	0,033	0,285	1,800	36	0,079

Source: compiled by the authors.

Table 2. Indicators of will qualities based on the results of the forming experiment.

	R	T	df	p
Commitment –1	0,544047	3,504987	158	0,000594
Commitment – 2	0,528993	3,403846	158	0,000842
Courage and determ. – 1	0,561743	3,624185	158	0,000390
Courage and determ. –2	0,552529	3,562084	158	0,000487
Persistence and insist. – 1	0,548526	3,535129	158	0,000535
Persistence and insist. – 2	0,54699	3,524791	158	0,000555
Initiative and indep. – 1	0,579831	3,746372	158	0,000251
Initiative and indep. – 2	0,541315	3,486617	158	0,000634
Self-control and end. – 1	0,54047	3,480935	158	0,000646
Self-control and end. – 2	0,537214	3,459053	158	0,000697
Organization - 1	0,544182	3,505893	158	0,000592
Organization -2	0,611078	3,958269	158	0,000114

Source: compiled by the authors. Note: where, 1- experimental group, 2 – control group.

All coefficients of correlation show a strong positive interrelation ($R > 0.5$) and are statistically high-significant ($p < 0.001$). Such situation is possible only if changes of the correlated parameters happen in coordination (i.e. only when the expressiveness of will qualities increases along with growth of the emotional stability of preschool children).

CONCLUSIONS.

The scientific materials received during experimental work on the problem of preschool children's self-control formation allowed to come to the following conclusions.

The current trend of social development dictates new requirements to the problem of preschool children preparation for future school activity which causes significant emotional overloads. However, at this stage there are no mechanisms of the solution of this problem that, according to authors, can be solved by self-control skills formation through the development of preschool children's will qualities and emotional stability.

The formation of will qualities and emotional stability should take place regularly along with its integration into the main educational program of preschool education.

BIBLIOGRAPHIC REFERENCES.

1. Ierusalimova, M.V., Kalinina, T.V., & Kazakova, O.A. (2017). Pedagogical aspects of the upbringing of children of preschool age. *OlymPlus. The humanitarian version*, 2(5), 5-8.
2. Ilyin, E.P. (2011). *Psychology of individual differences*. St. Petersburg: Peter.
3. Kazakova, O.A. (2010). Formation of emotional stability in future social work professionals in the process of professional - applied physical training. Ph.D. thesis. Samara: Samara State University.
4. Kazakova, O.A., Ivanova, L.A., & Kurochkina, N.E. (2016). Influence of pedagogical conditions on socialization of preschooler. *Uchenye zapiski universiteta im. P.F. Lesgaft*, 5(135), 110-115. DOI: 10.5930/issn.1994-4683.2016.05.135.p110-115.
5. Kazakova, O.A., Ivanova, L.A., & Shechanin, V.I. (2016). Prevention of emotiogenicity in children of senior preschool age by means of physical culture. *OlymPlus. Humanitarian version*, 2(3), 5-10.
6. Kalmykova, E.S. (1986). Intra-personal contradictions and the conditions for their solution. Ph.D. thesis. Moscow: IP RAS.

7. Kurilenko, L.V., Seleznev, A.A., Kazakova, O.A. & Ivanova, L.A. (2017). Peculiarities of formation of skills of self-regulation in preschool education. *Uchenye zapiski universiteta im. P.F. Lesgaft*, 10(152), 133-138.
8. Lüscher Color Diagnostik (2017). Lüscher-Test. Retrived from: https://www.luscher-color.ch/base.asp?p=start.html&s=d&m=m_home.asp. Accessed: 09.12.2019.

DATA OF THE AUTHORS.

1. **Ph.D. L.A. Ivanova**, Samara State University of Economics, associate professor, Samara, Russia.
2. **Senior lecturer A.O. Aleksina**, Samara State University of Economics, Samara, Russia.
3. **Senior lecturer A.Yu. Aleksin**, Samara State University of Economics, Samara, Russia.
4. **Ph.D. O.A. Kazakova**, Samara State Aerospace University (National Research University) named after academician S.P. Korolyov, associate professor, Samara, Russia.

RECIBIDO: 12 de diciembre del 2019.

APROBADO: 20 de diciembre del 2019.