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THE ROLE OF PRESCHOOL EDUCATION IN THE PROCESS OF CONSTRUCTING AN INTERNAL TYPE OF PERSONALITY AS A BASIS FOR MODERN SOCIETY

The article analyzes the current stage of preschool education and its importance for the further development of the child's personality as a full member of society. The study was conducted among pupils of private children's educational institutions of the developing type, the basis of which are special developmental programs and methods. The study involved 86 children, of which: 41 boys and 45 girls. We put forward the following hypotheses: The degree of development and complexity of the cognitive code depends on: a) the social status of the family, in particular, on the education and profession of the parents; b) on the specifics of the educational process and pedagogical work (what method - traditional or developing is used; how strict is the teacher). In educational institutions of preschool type, working on developmental programs and methods, there is a weakening of the relationship between the degree of development of the cognitive code and social origin, compared with educational institutions using traditional general education programs. According to the purpose of the study, to test the hypotheses, we used several methods: 1) testing (picture grouping test; children aged 5-6 acted as subjects; test material - Doman cards, 10 pieces with images of wild animals); 2) questioning or interviews with teachers, whose pupils are the subjects. In the course of the study, various approaches to the formation of the personality of a preschool child were analyzed, and the main factors that influence this were identified. The internal personality type has been identified as important for the child's continued success in life and learning. Summing up, it should be noted that the conclusions drawn from the results of our study, including a comparative analysis of data from two studies conducted using the same methodology in different years

(2019 and 2020) and in preschool institutions of various types (working on the general state program and author's intensive development programs) are approximate and rather hypothetical in nature (due to the small sample size). However, in our opinion, the data of our study and the conclusions drawn from the analysis are a convincing reason for a similar full-scale study.

Keywords: *preschool education, internal personality type, social adaptation, personality traits, developmental psychology.*

Introduction. The modern education system is a combination of various forms and styles of organizing education for both the younger generation and mature citizens who are looking for ways to improve their knowledge [28]. In this context, it must be understood that the foundations of this process are laid at the beginning of education, that is, in the preschool form of education, where the future student first meets the system of organized learning outside the home. The development of this area of education is an extremely important component of the future success of the country through the achievements of its growing citizens.

Therefore, the state, represented by its representatives, is obliged to pay close attention to the development and improvement of the system of preschool education in the context of the ever-increasing intensification of social processes and the challenges facing the country as a whole. Understanding the need to develop the system of preschool education, it is important to focus on increasing the level of subjective control among preschoolers, since a person with an internal personality type believes that the events happening to him depend, first of all, on his personal qualities, such as purposefulness, the level of his own competence, etc. [27], that is, such a person and citizen understands that everything that happens to him is a natural consequence of his own activities.

Such an approach, in preschool education, aimed at the formation of an interal type of personality of the child, will allow the formation of a responsible citizen who boldly accepts responsibility and is responsible for his actions in the process of social interaction. Work in this direction will be an excellent foundation both for a person's personal growth and for his further education at different levels of education.

The world scientific thought has accumulated considerable experience in the development of the system of preschool education and its various aspects. Foreign experience in the functioning of preschool education is always of great interest due to the opportunity to study different approaches to this process from colleagues from other countries. Tymchuk L., Marysynets M., Perepeliuk I. & Mykyteihcuk K. [41] systematized theoretical ideas and summarized the experience of functioning of a preschool institution and a family in raising children in the Republic of Poland. On the basis of legal documents, the article argues for the priority of partnership between preschool institutions and families in the concept of the modern national educational policy of the Republic of Poland. The methodological principles of partnership as a type of relationship between teachers and parents, consisting in a common goal and actions, equality of rights and obligations to children, their upbringing and personal development, are substantiated.

Di Paola B. [15] in his work analyzes and compares the success of preschool education of students in Italy and China. By comparing various studies, Di Paola points out certain advantages of the Chinese system of preparing students in the preschool education system using the example of learning the basics of mathematics. Comparing the competencies of preschoolers in Asian and Western systems, he concludes that there are two important influencing factors: language and parental stimuli. Di Paola B. [15] focuses on the fact that the structure of the Chinese language gives children a head start in basic mathematical skills, for example, in preschool activities to detect pre-algebraic writing structures. Other studies also show that Asian parents, compared to parents from the Western world, tend to contribute strongly to the development of good basic math skills and a stronger foundation of epistemological discipline. This approach leads to the formation of a clear understanding of the world around and increases confidence in their strengths and abilities.

An interesting experience is The IEA Preprimary Project, a longitudinal cross-national study of preschool education designed to determine how the process of preschool education of children aged 4-7 affects their cognitive and language

abilities. Researchers have jointly developed common tools to measure various conditions that may influence preschoolers: marital status, caregiver skill, children's experiences with the environment, and child characteristics. The analysis included data from 10 countries. Montie J. E., Xiang Z. & Schweinhart L. J. [34] in the course of the study came to the following conclusions: the speech qualities of children improve as they are in preschool institutions and the freedom in expression that educators provide; the cognitive abilities of children at age 7 are improving as children spend less time in group activities in large groups, and the variety of equipment and materials available increases. The authors conclude that in order to develop children's character abilities, it is necessary to support child-initiated activities and activities in small groups, which contribute to active learning.

An important factor in the construction of various types of a child's personality is the awareness of the effectiveness and necessity of this process. In the context of constant reforms, this factor is very important from all sides, and especially in the context of the quality training of educators who will be clearly aware of their role in the process of shaping the future personality of the child and guide him according to the future challenges that await him in school and later life. This approach puts forward special requirements for the universal, but at the same time, systematic training of educators in the spirit of the future continuity of educational reforms and through this, the development of understanding and responsibility in children [10].

Spatial thinking is a cognitive ability developed in everyday life that can be systematized through a number of different school subjects. Understanding the concept of spatial thinking and exploring how it can be systematized is a central theme of modern education, which includes a wide range of possibilities that can be used to represent space. Juliasz P. C. S. [26] uses the example of geography to analyze the various ways in which geographical knowledge can enhance spatial thinking in preschoolers. Examples are from the preschool education system in Brazil:

• the idea of a child as a subject endowed with the right to spatial knowledge;

• spatial thinking as an interdisciplinary field, fundamental for geographical education,

• didactic sequence as a teaching method.

Juliasz P. C. S. [26] draws conclusions that would show that the development of spatial representations through contextualized actions and the development of intentionality allows the child to acquire ways of thinking that will support other perspectives on spatial knowledge that will provide the child with a network of universal knowledge about world and his place in this world.

One of the most authoritative studies in the field of construction of human personality is the work of Hampson S. E. [23] "Constructs of Personality", which was first published in 1988. The author introduces the modern theory and research of personality psychology and considers this work from the point of view of constructivism. As a result of this constructivist approach, the book covers topics from social psychology (eg, human perception, impression formation) as well as more traditional areas of personality, which is the basis for the process of personality formation, and especially for children.

In the scientific literature there are a number of studies devoted to the issues of constructing the personality of adults in the learning process, which reveal various factors that influence this process. For example, Villwock J. D., Schnitzen J. P. & Carbonari J. P. [42] examined the resilience of vocational students:

• congruence of the personality to the chosen career;

• personality differentiation;

• internal consistency of personal characteristics.

Villwock J. D., Schnitzen J. P. & Carbonari J. P. [42] examined the relative importance of three constructs. The results supported Holland's claim that congruence and consistency are positively associated with stability. When combined, all three constructs predict stability, but prediction performance is not improved by adding differentiation and/or consistency to congruence. As expected, congruence was found to be the most important predictor, followed in importance by differentiation and consistency, respectively.

A study by Miller P. H. & Aloise P. A. [32] on preschool social cognition explores the common finding that young children understand and prefer external causes of behavior better than internal ones. 4 research areas are considered:

(1) knowledge of psychological states,

(2) understanding that psychological conditions can cause behavior,

(3) preference for internal causes over external ones,

(4) ignoring.

Preschoolers have basic knowledge knowledge of psychological states and often tend to assume that behavior has a psychological cause (usually intention). The specific scope and types of causes influence young children's social reason-

ing, including their use of the discount principle. According to Miller P. H. & Aloise P. A. [32] argue that the evidence for an "outside-in" trend is weak and limited to certain areas and methods of assessment. The greater differentiation between types of external and internal causes clarifies the nature of changes in social causal reasoning associated with the development of preschoolers and their personality types.

Research methods. The purpose of the study was to identify the relationship between the degree of development of the cognitive code (that is, whether it is simple or complex) and the social origin of its carrier (determined by the professional affiliation and education of parents). We set the task to conduct a comparative analysis of the results of our study with the results of a similar study conducted earlier in Kharkiv in 2013 [36]. The study was conducted among pupils of private children's educational institutions of the developing type, the basis of which are special developmental programs and methods.

The study involved 86 children, of which: 41 boys and 45 girls.

We put forward the following hypotheses:

1. The degree of development, complexity of the cognitive code depends on:

a) on the social status of the family, in particular, on the education and profession of the parents;

b) on the specifics of the educational process and pedagogical work (what method - traditional or developing is used; how strict is the teacher).

2. In educational institutions working on developing programs and methods, there is a weakening of the connection between the degree of development of the cognitive code and social origin, compared with educational institutions using traditional general education programs.

According to the purpose of the study, to test the hypotheses, we used several methods: 1) testing (picture grouping test; children aged 5-6 acted as subjects; test material - G. Doman's cards, 10 pieces depicting wild animals);

2) questioning or interviews with teachers, whose pupils are the subjects.

As the main feature, on which we were guided in the search for significant relationships, is the professional affiliation of parents. After all (according to B. Bernstein), children whose parents are engaged in mental work are more often carriers of a complex code, as evidenced by the use of a "complex" (not tied to a local context) principle of grouping. Children whose parents do not engage in mental work are more likely to be carriers of a simple code, as evidenced by the application of the

"simple" (attached to the local context) principle of grouping [7].

The second sign, on which the degree of development of the cognitive code depends, is the specificity of pedagogical activity. According to the theory of Bourdieu P. and Passeron J.-K., the main driving force behind the development or inhibition of cognitive codes is the secondary pedagogical labor (i.e. pedagogical activity, the work of a teacher) [11]. The prospect of increasing / decreasing the degree of complexity and development of codes (both cognitive and speech) depends on the specifics of this work, namely, on how strict / soft the teacher is. It has been proved that excessive strictness, the requirement of unquestioning obedience to the rules, suppresses any manifestations of creativity of Blumenfeld [9]. This is because the full development of creativity is facilitated by a powerful cognitive resource, which is based on complex codes and a complex cognitive system, while excessive rigor forms simple codes (under the influence of the primary pedagogical influence of parents and other family members), and prevents them from transformations into complex ones (under the influence of the secondary pedagogical influence of the teacher). The solution of the tasks set involved not only the analysis of the data of our study, but also the comparison of these data with those obtained in the course of the study conducted earlier (in 2014), the object of the study of which were pupils and teachers of state children's complexes working on general educational programs training and education of children of preschool age.

Theoretical Background. Education is a complex and multifaceted concept. According to an integrated approach [1; 30], education is seen as a system, a social institution, a purposeful and systematic process, as well as the result of acquired knowledge, skills and abilities, on the basis of which cognitive processes, an individual worldview, mind and sensory sensations.

This is the spiritual image of a person, which is formed under the influence of moral and spiritual values that make up the heritage of his cultural circle, as well as the process of education, self-education, influence, polishing, that is, the process of forming the image of a person. At the same time, the main thing is not the amount of knowledge, but the combination of personal qualities and the ability to independently manage their knowledge [43].

Education is a special sphere of social life that creates external and internal conditions for the development of an individual in the process of assimilation of cultural values, a synthesis of learning and learning, upbringing and self-education,

development and socialization, i.e. a multi-level space that creates conditions for the development of a personality [20; 38]. Thus, education, as well as science, can be considered in three aspects:

1) as a result, it is an integral system of human knowledge about the world, supported by relevant skills in various fields of activity;

2) as a process – this is a purposeful training of a person, the formation of certain knowledge and skills in her;

3) as a social system, it is a complex set of interacting, interdependent components and elements that provide learning and personal development.

The essence of education is that it is a specially organized process of direct and constant transmission from generation to generation of socially and historically significant, accumulated experience.

An educated person is a person who has an idea of the methods and principles that determine the general approach to the consideration of phenomena and facts. This is a person with a fairly high level of abilities, knowledge and skills, as well as skills in their practical application. A high level of education is achieved through the involvement of the individual in various fields of activity. The more areas a person is involved in, the more competencies it develops, the more chances it has to realize its activity potential.

Education as a process includes:

1) education of socially significant qualities;

2) the assimilation of social experience;

3) mental and physical development of the individual for the full implementation of socially significant functions (roles) [12; 33].

Education as an adapted basis for various sciences studied at school. The peculiarity is that other personality traits, for example, the ability for creativity, independent analysis, the possibility of independent decision and freedom of choice are left aside. This concept is mainly aimed at familiarizing the child with production and science, but the formation of a person as a person and his desire for an independent full-fledged life in a democratic society are overlooked. In this case, man is only a factor of production. Such an approach to education, from the point of view of modern trends in the development of society, seems to be ineffective. The solution of complex problems that are associated with certain areas of public life requires the development of students: willpower, responsibility for their actions and decisions, moral stability, etc. At the current stage of development of society, it is essential that students develop value-oriented intentions, goals, motives, which ultimately should contribute to their self-education.

Considering education as a pedagogically adapted social experience in its structural completeness. This experience includes the presence of an emotional and creative beginning in the experience of relationships and activities, in addition to already existing knowledge, which, moreover, implies the presence of experience in performing various types of activities. Each type of social experience is a separate, special type of educational content that provides knowledge about production, nature, society, technology and activities, the mastery of which, in the student, forms a true understanding of the world around him, develops the correct approach to practical and cognitive activities.

The basis of various types of activity is a system of general practical skills and abilities, which represents the content of this experience and provides a person with the opportunity to preserve and develop the culture of society. The modern personality is required to be able to independently apply in practice the skills and knowledge acquired in the process of education, to form, on the basis of existing ones, new activities [4; 8].

In general, all the above components of the content of education are quite mutually determined and interconnected. Skills without knowledge are impossible. For example, children's creative activity should be based on a certain content material of knowledge and skills. Acquaintance with new types of experience enables a person not only to work effectively in society, to be an excellent performer, but also allows him to act independently.

Based on all of the above and taking into account the specifics of our work (preschool educational institutions and their influence on the formation of an internal (basic) type of personality), we consider it important to focus on education as a process of mastering certain knowledge, skills, norms, values, that is - as in the process of socialization of the individual.

The concept of "socialization" in a broad interpretation is the process of entering social reality through the development of the psyche and personality of the child.

Socialization as a process and result of the assimilation and subsequent active reproduction of social experience by an individual is inextricably linked with communication and joint activities of people.

Upbringing, training, development are classified as forms of socialization of the individual, as controlled and purposeful processes of socialization.

The task of purposeful work on socialization is considered to be the formation of a socially active personality capable of creative activity, capable

of self-realization, which has established a stable harmonious system of relations with other people, society, work, and oneself.

The functions of socialization are related to its role in the reproduction of the subject of the socio-historical process, in ensuring continuity in the development of culture and civilization, in maintaining the conflict-free existence of society as an integrated system through the adaptation of the individual to the social environment.

The purpose of socialization is the formation of the foundations of a value attitude to the elements of social culture: tolerant – to people of different nationalities, age and gender values, careful and respectful – to one's own ethnic values and heritage of history, humane – to people, nature, the world around. In the process of the social life of the child, the meaning of social development is realized - from self-esteem, self-perception, self-affirmation to self-awareness, social responsibility, the need for self-realization of one's capabilities. Purposeful social development involves the self-development of the child, i.e. his personal development as the ability for self-assessment and self-control of his actions and deeds.

Particular models of socialization are built with a focus on identity formation, representing studies in the development of sex-role, professional, ethnic, political and other types of socialization [17]. Berger P. and Lukman T. [6] in their works on the problem of socialization note primary and secondary socialization.

Primary socialization. The main agent of the process of socialization of the individual at this stage is the family. The child learns the first norms and values in his life from his parents, brothers and sisters. This stage of socialization is especially important, since it is in the family that the foundation of the child's ideas about the rules of interaction with other people is laid. Many researchers believe that it is the family, and not special institutions, that plays the main role in socialization. The role of the family is to gradually introduce the child into society, so that his development proceeds in accordance with the nature of the child and the culture of the country where he was born. Teaching a child the social experience that humanity has accumulated, the culture of the country where he was born and grows, its moral standards, the traditions of the people is a direct function of parents.

Secondary socialization. The main agents of socialization at this stage are first kindergarten and school, where peers act as active agents of socialization, then the institute, work and other social organizations where the individual spends time. Socialization in kindergarten occurs both in the process of communication with peers and in the process of communication with educators.

The socialization of children is a specific social process. Social development is the process during which a child learns the values, traditions, culture of the society or community in which he will live.

At preschool age, children undergo significant qualitative changes, which are of a cardinal nature. These changes are crucial for the social formation and development of the child. In childhood, the foundations of the social image of the social attitudes of the individual are laid.

Socialization covers all spheres of human life. The socialization of children is part of the overall socialization of a person. At first, biological, in particular, genetic factors are of particular importance in the socialization of children. A special role in the process of socialization of children at this stage belongs to the family. It is in the family that children learn their first initial roles, comprehend the first norms and values, and acquire the first interaction skills.

Socialization starts with the family. The role of the family in the upbringing and development of the child is great. The main feature of socialization in the family is a special emotional microclimate, thanks to which the child develops an attitude towards himself, which determines his sense of self-worth, as well as his attitude towards other people. An important feature of socialization in the family is the impact on the value orientations, worldview of the child as a whole, his behavior in various spheres of public life. It is the example of parents, their personal qualities that largely determine the effectiveness of the educational function of the family.

The family undoubtedly has great potential in the socialization of children. In sociological works, such advantages of the family in the socialization of children are highlighted as the possibility of relatively mild relationships between parents and the child, the emotional richness of relations, the constancy and duration of their impact on the child, the individual appeal of influences to the child, the mobile daily routine, the ability to communicate with children in the family. relatives of different ages.

Despite the large number of positive aspects of the impact of the family as a social institution on children in the process of primary socialization, there are a number of certain disadvantages. The disadvantages of socialization include: the lack of an upbringing program, the presence of fragmentary ideas about upbringing among many parents,

the use by most of them of random pedagogical literature, the spontaneous nature of the upbringing and education of the child, the use of individual traditions and elements of purposeful upbringing, a misunderstanding of the age characteristics of preschoolers, an idea of children as about a reduced copy of adults, inertia in the search for methods of education, misunderstanding of the role of assessment in the upbringing and education of the child, the monotony and lack of content of the child's activities in the family, the lack of communication with children in the game, the inability to give the child an objective description, to analyze their methods of education [13; 16].

The process of socialization of children is carried out through many leisure social institutions and organizations: the family, children's preschool educational institutions, schools, children's organizations, etc. The impact of each of them is due to the system of social relations existing in society. Pre-school institutions play a decisive role after the family. These institutions are both a social organization in the system of the social institution of education and an agent of socialization. To a certain extent, preschool institutions supplement, develop, correct the socialization of children in the family.

As a social organization in the education system, preschool institutions are created to achieve a specific goal – to educate, educate, develop, physically prepare children for later adult life, to provide the basic knowledge, spiritual and moral guidelines. Preschool institutions have such systemic qualities as expediency and purposefulness, sustainability and stability, openness and dynamism.

Preschool educational institutions contribute to the beginning of the process of self-realization of the personality, its creative activity, independence, initiative already at the earliest stages of its formation and development. The lack of formation of these personal qualities makes it difficult for the child to adapt to society, hinders the process of socialization and self-development of the emerging personality.

Preschool age, like no other, is full of important achievements in the socialization of children. It is during this period that a number of basic personality characteristics are laid, the formation of which is carried out in the process of further development: competence, creativity, initiative, arbitrariness, independence, responsibility, security, freedom of behavior, self-awareness of the individual, the ability to self-esteem. We are talking about the basic qualities inherent in the internal personality.

It is during this period that the child either gets the opportunity, or not, to develop his potential cognitive abilities.

As a system, education is an unsurpassed social structure that should develop and increase human capital, forming hopes, ideas that construct both the future of society as a whole and the fate of an individual. Thus, education is a system for building the future.

Influential critics of the education system, for example, P. McLaren or P. Bourdieu, P. Freire criticize modern education quite harshly, and precisely because of its specifically symbolic content. Both the academic language of school textbooks and the very academic topics of school programs are alien to the vast number of children who came to school from non-middle-class families, not oriented towards a future academic career.

P. McLaren calls to build education on the material that can be identified by children as their own.

P. Bourdieu introduces the term "symbolic violence", which indicates not the universality of the entire structure of educational discourse with its metaphors and myths, but belonging to the academic environment. It is based on European values, and therefore divides children into those who by birth belong to this culture and those who come from other cultures. Accordingly, the former gain an advantage, the latter are subjected to symbolic violence, as their own experience is ignored [11].

The scientist noted that at each stage of education, the education system establishes a hierarchy of disciplines, which, in the scientific department, goes from mathematics to the natural sciences, and in the humanities - from philosophy and literature to geography, that is, from abstract to specific areas of mental activity.

A careful consideration of the ideas of P. Bourdieu can lead to the conclusion that the crisis of the national education system is due to the lack of real and constructive criticism, since everyone only pretends to criticize.

Bourdieu P. says that the basis of true education should be research pedagogy, focused on the transfer of art, understood as a practical way to do and speak. In the process of education, it is necessary to create habits of creativity, ingenuity and freedom.

Bourdieu P. and Passron J-C. believed that various pedagogical influences cannot be separated from their belonging to a certain system, they are all subject to the influence of the dominant pedagogical influence. Pedagogical impact:

• a sufficiently long action carried out to produce a stable habitus;

• symbolic action of suggestion and imposition of cultural arbitrariness;

• under the condition of continuity and duration, it can cause a strong and deep transformation of what it is aimed at [11].

Freire P. introduces the concept of "banking" in relation to traditional education, in which students store, and the teacher "deposits" knowledge through a one-way transaction. Learning, according to Freire, should be a critical and reflective dialogue.

The structural approach of Bernstein B. is most clearly seen in the work on the organization, transfer and evaluation of knowledge in the course of education, which is a kind of code of knowledge. Bernstein B. introduces the concept of an organizational code (a type of language code, when simple phrases that are easily perceived within the context make little sense outside of it), believing that children who constantly use it have worse prospects in the learning process [7].

Since the education system involves the use of a clarifying code, children who can bring their language code to the level of the educational system have a great advantage. Wherein

B. Bernstein [7] did not consider the limiting code as a sign of inferiority, but appreciated it for its directness and expressiveness.

When studying the importance of education for the process of socialization, it is possible to single out the following approaches:

• sociological - from the side of society. In this case, the systems of society that affect each of its members act as means of socialization. Hence the sociological approach, as a means of influence, uses the impact on the personality of society;

• psychological - on the part of the individual. This approach points out how the public passes into the internal structures of the individual.

Studying the problem of socialization, the formation of personality is proposed to be considered in connection with the influence of the environment and the individual characteristics of a person.

The more firmly social values, connections, experience were absorbed, the richer a person's individual life. At each stage of the development of a person's biography, education is a kind of "stimulator" of human activity, a guarantor of action (in various fields of activity), a stabilizer of status (social role), a condition for social mobility [21; 37].

The information that is systematically and consciously sent to a person by society cannot form a system of worldview and beliefs of the individual.

Only a combination of acquired knowledge with observations and practice of interpersonal relations forms the consciousness of a person. This process is an important and necessary condition for the transformation of knowledge into habits of behavior and belief. It should be noted that there is a close relationship between the process of forming beliefs and all practical human activities. The fact that the process is not purely intellectual does not at all diminish the importance and role of education. In other words, training should focus not on the zone of actual development (on what has already happened), but on the zone of proximal development - on "tomorrow".

The zone of proximal development is determined by the content of tasks that the child cannot yet cope with on his own, but is able to solve with the help of an adult. This is the next step in the development of the child, for which he is already ready, and it only takes a little push to make the step. When an adult teaches a child something new, he helps him solve a problem for which he is already ready to master and understand, but he could not cope on his own.

Developmental psychology [25; 29] considers learning as a subjective activity, as a result of which the socially significant content of knowledge, common for children of a certain age, becomes the personal property of everyone.

The effectiveness of education and mental development is affected by the extent to which the content, means, methods of education and training

• are developed taking into account the psychological patterns of individual and age development, based on the existing abilities, opportunities, skills of children,

• set the prospect for their further development,

• to what extent, when working with children of all ages, adults focus on the formation of their interest in the life around them, in learning, the ability to independently acquire knowledge, the need for an active attitude towards the activity in which they are involved [2; 14].

An educated person seeks knowledge for orientation in the world. It is not so important for him to know the number of elements in the periodic table, but he needs to have at least a general idea of chemistry. In every field of knowledge, such a person can easily and naturally navigate, realizing that single accuracy is impossible in absolutely everything. Thanks to this, it is possible to see the world from a different angle, navigate in space, make life bright, interesting and rich.

On the other hand, education acts as an enlightenment for everyone, endowing with

knowledge to be able to distinguish reality from imposed opinion. An educated person does not succumb to advertising tricks, the influence of sectarians, because he constantly analyzes what he has heard and seen, forming one correct decision about the reality of what is happening.

The first stage in the formation of a person as an "educated person" is an elementary educational institution, where the child receives the basics of knowledge: he learns to write, read, draw, think in detail and the degree of assimilation of this initial information largely depends on the future development of a person as a full-fledged representative of society. From birth to parents, a child develops a thirst for knowledge, explaining the importance of education in life [35].

Thus, we can say that at the present stage, the function of learning has changed its content, and it began to focus not so much on the transfer of knowledge, skills and abilities, but on the development of abilities, inclinations, creativity and interests of the individual. Students should not only gain knowledge, but also learn how to actively apply them and replenish new information in the constantly changing conditions of life. Modern education takes as a basis a personality-oriented approach aimed at revealing individual characteristics and developing the creative potential of an individual.

The social construction of childhood should be based on a conditionally variant forecast, which determines the vectors of possible options for the development of childhood under various combinations of conditions. In this case, the forecast is able to set guidelines for the construction of childhood, which could meet the internal logic and socially specified requirements of the child's development. Value-target settings determine the area and direction of the social and normative development of childhood, in coordination of its past, present and future, traditions and innovations [5].

Childhood in a narrow sense means a special age period in a person's life, which is characterized by primary, primarily family socialization. In understanding the category of childhood, historical and cultural features are visible, periodization within childhood can be correlated with the process of social construction of a given age.

Childhood in a broad sense can be defined as follows: it is a complex social formation that is a structural element of society, performing certain functions in it and interacting with society or its individual elements. Based on this position, then childhood should be understood as a set of processes, objects, events, social institutions and practices in relation to children, expressed in language and actions, formed and supported by society, constantly renewed as a result of the life of children who master sociality and integrate into society.

There are five types of transformations that depend on the upper limits of childhood. At the same time, the upper limits of childhood expanded from 5 to 18 years. The lower limits were determined by 2 years of age. The elementary two-stage periodization within childhood was gradually transformed into the modern six-stage periodization, which is recognized by developed countries (infancy, early childhood, preschool childhood, primary school age, adolescence, early adolescence).

Childhood is a reality localized in time and space, with specific characteristics, that is, there is reason to talk about the cultural and historical type of childhood.

In different historical epochs, the social status of a child was determined by:
– the stage of development of society;
– the social class structure of society,
– various traditions.

There are the following modifications of the social status of the child:
– members of society do not recognize the child;
– the child is recognized by dependent, subordinate members of society;
– the child has a deferred status, that is, these are only future members of society;
– a child is a pupil, a pupil;
– the child is a developing personality;
– the child is an equal member of society.

Childhood is not homogeneous, it has its internal differentiation into elements, it is structured into sectors (institutionalized and non-institutionalized). On the other hand, childhood is a set of children with their own internal multifactorial differentiation.

Childhood does not have an independent property of self-organization and self-stabilization; without appropriate support and correction, it cannot adapt and adapt to the prevailing and rapidly changing conditions of the outside world. Even its existence cannot be imagined without external forces, family and other social institutions.

Children make a certain contribution to the construction of the universes of "childhood" and "adult world". It is an element that constructs other formations, and it most intensively affects those that are in its immediate "proximity": parenthood, peers, school, and others. From the point of view of the sociocultural approach, the processes of childhood influence on the universal

culture can be characterized as social renewal, innovation that the younger ones bring to the development of society.

t is worth highlighting a number of psychological characteristics of modern children that cause serious concern among parents, psychologists, teachers, and the general public:

1. Polarization of the mental development of children according to the level of development. The traditional normal distribution curve is being replaced by the model of "three peaks" - the average level of development, which is ahead of and is in the border zone of the transition to options for "reduced" development.

2. An increase in the number of children with an unfavorable, problematic course of mental development.

3. Strengthening the severity of risk factors (family, biological, social) and an increase in their number.

4. Forcing intellectual development in the form of artificial acceleration to the detriment of personal development (Zaporozhets).

5. Reducing the importance of cognitive interests and motives, curiosity and inquisitiveness, increasing the importance of consumer interests.

6. Violation of the type of emotional attachment in parent-child relationships (Bowlby D., Ainsworth M.) [31].

7. Increasing the importance of the values of health, personal success and achievement, and at the same time reducing the importance of social welfare and care (Molchanov).

8. Impoverishment and limitation of communication with peers, loneliness, rejection, low level of communicative competence, an increase in the number of destructive and asocial adolescent and youth groups (Feldstein).

9. Strengthening the phenomenon of social escapism – withdrawal (exit) beyond the institutions of socialization into the area of life activities, interests, hobbies not controlled by society.

10. The phenomenon of information socialization.

11. The growth of aggressiveness, the prevalence of bullying in schools.

12. Difficulty in the formation of civic identity and insufficient level of development of tolerance.

The situation of social development is characterized by the following features that make up the social risks of the development of a new generation.

• Social and age stratification of childhood.

• The pronounced differentiation of the socio-economic living conditions of the population becomes the reason for the growth of group differences in the development trajectories of children from different strata.

• Social anomie (Durkheim E.) – the disappearance (erosion) of one value system while the other has not yet formed, the dysfunction of the main social institutions, the pathology of social ties and interactions in modern society.

• High social uncertainty, which determines the difficulties of personal, life, professional self-determination and identity acquisition.

• The crisis of the family institution, the growth of social orphanhood.

• Loss of continuity of pre-school and general education, which leads to unsatisfactory readiness for school, maladjustment to the new situation of school education, polarization of children in terms of mental development.

• Positioning the media as the most important institution of socialization (Marcia D.).

• Limited number of children's and adolescent pro-social groups and public organizations (Turner V.).

Controlled purposeful modeling of the development process through modeling the forms of cooperation of the child in the process of appropriating cultural and historical experience is a transition from ascertaining the spontaneous nature of development to purposeful design and creation of the necessary conditions for development and anticipatory compensation for the social risks of childhood development. The social construction of childhood should be based on a conditionally variant forecast that determines the vectors of childhood development options under a certain combination of developmental conditions. Such a forecast is able to set guidelines for the construction of childhood that meet the internal logic and socially specified requirements for the development of the child.

As part of the strategy of social construction by society:

– the optimal characteristics of the social situation of development are determined and the conditions necessary for the development of the child are created - family, school, group of peers;

– the creation of new forms of communities and social practices is initiated in order to build a connection and continuity between the worlds of adults and children;

– the types of activities of the child, forms of cooperation, mediation and jointness are designed, organized, providing space for independence (autonomy) and freedom of choice;

– conditions are created, communication and cooperation of the child with peers is initiated and directed.

Such an agreement can be reached on the basis of a broad discussion and consideration of all the facts, circumstances, tendencies in the development of childhood and the psychological characteristics of today's children. For this you need:

• active discussion of the problem of childhood development with the involvement of experts in various fields;

• development of a research program in the field of childhood and child development;

• monitoring and implementation of research in the field of development of children and adolescents;

• analysis of the obtained data, drawing up a psychological portrait of a modern child;

• determination of the system of social requirements – the value-target settings of the society in relation to the development of childhood, children and adolescents;

• development and implementation of a program for the social construction of childhood.

The proposed concept of the social construction of childhood considers:

• construction objects (childhood itself, binary symbolic constructions – the world of children and adults);

• elements of construction (events, objects, social processes and realities, universals - universal elements of childhood);

• construction processes (objectification, habituation, typification, legitimation, institutionalization, socialization);

• conditions and design factors (changes in the material environment and population structure associated with socio-economic processes);

• transformation of collective behavior;

• social movements;

• construction agent ("social laboratories", individuals, social structures, "institutional entrepreneurs");

• construction methods (synthesis and analysis, induction and deduction, construction of analogies, extrapolation, trial and error method, etc.);

• design goals (rational or irrational);

• construction patterns presented in verbal and non-verbal forms through mythology, folklore, religion, art, scientific and ideological projects, innovative social practices);

• construction levels (macro – and micro-social levels);

• institutionalized and non-institutionalized forms of childhood as a result of construction;

• mechanisms for maintaining the results of construction (social sanctions and norms presented to society through traditions, law, ideology, religious and mythological consciousness, works of art);

• the consequences of construction (changes in the social structure of the population and sociocultural patterns of behavior in society) [22].

Thus, the social phenomenon of childhood can be defined as:

• social education of a special kind, expressed in actions and language;

• a set of processes, events, objects, social institutions and practices in relation to children. This set forms and supports society, it is constantly renewed in the process of the life of a child, mastering social reality and integrating into society.

In the conditions of modern society, taking into account the high dynamics of social processes, the variability of the picture of the world, the role of subjective factors that determine the life activity of both individuals and entire social communities is increasing. The subject of sociological research today is often a person's perception of his own life. At the same time, the role of social institutions as the most important subjects of socialization is by no means ignored [18].

The system of preschool education is the primary link in the entire educational process, the most important component of education as a system, the most important subject of socialization. The period from birth to entering school is the time of the most rapid physical and mental development of the child, the formation of the qualities necessary for a person throughout his subsequent life. The peculiarity of this period is that it provides precisely the general development that serves as the foundation for the acquisition in the future of any knowledge and skills, the assimilation of various types of activity. At this stage, cognitive abilities are formed, in particular, those associated with generalization and abstraction, the makings of speech abilities and the development of speech in general, primary reading skills, mathematical representations, creativity, visual activity and many others are laid. In addition, the basic skills of interpersonal interaction in a small social group, team, communication skills, both with peers and with older generations (parents, elderly relatives, teachers, etc.) are laid. In other words, at this stage, the psychological and social readiness of the individual for later life is formed. It is during the period of preschool childhood that it becomes important to timely identify and develop certain personality traits that are important and significant for society, that is, from the point of view of increasing the subjectivity of the individual, its significance as a full-fledged subject of social processes. In particular, as we wrote in the first section of the work, we mean, first of

all, the internal qualities that are so necessary at the present stage of development of modern society to ensure positive social dynamics.

After analyzing the specialized scientific literature [24; 39], we came to the conclusion that the internal is the bearer of a certain cognitive style. There are many varieties of these styles. Each type of style is a dichotomous scale, the extreme points of which are directly opposite styles. A bias towards the positive pole opens up favorable prospects for the comprehensive, creative and other development of the personality. The limited and extended cognitive codes that we are considering create the prerequisites for the formation of multipolar cognitive styles. Restricted – style code with a negative offset, and extended – styles with a positive offset. However, the formation of an internal personality occurs on the basis of a combination of the positive poles of the following varieties of cognitive styles:

1. Cognitive simplicity (limited codes) / complexity (extended codes). Some people understand and interpret what is happening in a simplified form based on the fixation of a limited set of information (the pole of cognitive simplicity). Others, on the contrary, tend to create a multidimensional model of reality, highlighting many interrelated aspects in it (the pole of cognitive complexity).

2. Concreteness (limited codes) / abstractness (extended codes). Concreteness-abstractness is based on such psychological processes as differentiation and integration of concepts. The pole of "concrete conceptualization" is characterized by insignificant differentiation and insufficient integration of concepts. For "specific" individuals, the following psychological qualities are typical: a tendency to "black and white" thinking, dependence on status and authority, intolerance of uncertainty, stereotyped decisions, situational behavior, less ability to think in terms of hypothetical situations. On the contrary, the pole of "abstract conceptualization" implies both high differentiation and high integration of concepts. Accordingly, "abstract" individuals are characterized by freedom from the immediate properties of the situation, orientation to internal experience in explaining the physical and social world, risk appetite, independence, flexibility, and creativity.

3. Field dependence (limited codes) / field independence (extended codes). Field independence is understood as the ability of the subject to overcome the influence of the context, dependence on the stimulus field, or as the ability of the subject to focus more on himself, his own feelings, and not on the context of the presentation of stimulation. It is measured using the methods developed by Vitkin G. and his collaborators: the "built-in figures" test, the "rod and frame" test, and others. People with field addiction are much more socially effective. In contrast, people with field independence are much more efficient intellectually. Therefore, field-dependent people in the learning process are more dependent on stimulation, external reinforcement (especially negative). Field-independent people are more dependent on intrinsic motivation. In general, academic performance is higher among field-independent people, they have a stronger tendency to choose the most rational strategies for memorizing and reproducing material, generalization and transfer of knowledge is more vivid.

An analysis of the varieties of cognitive styles shows that the internal personality is the bearer of a synthetic complex-abstract-field-independent cognitive style. The prerequisite for the formation of this style is precisely complex (developed, extended) cognitive codes.

In psychology and sociology, the application of the cognitive approach (in the most general terms) is explained by the desire to understand how a person deciphers information about reality and organizes it in order to make decisions, solve pressing problems, in a word, act [19].

Cognitive development can occur on its own (especially in childhood), but it is desirable to purposefully manage this process, intensifying it through the use of special methods and techniques of cognitive learning and development.

In general terms, the main goal of "cognitive learning" is to develop the totality of mental abilities and strategies that make possible the further process of learning and development, as well as adaptation to new situations. The success of pedagogical work depends on the ability of the teacher to recognize cognitive styles (due to extended or limited codes) and work with them to act [39; 40].

An empirical study of the process of formation of internal personality traits includes, firstly, identifying the degree of development of cognitive codes in children of the appropriate age (5–6 years old), and secondly, determining the most effective programs and methods in terms of the development of limited cognitive stakes.

In the course of our applied research, we tried to identify the potential of preschool developmental programs and teaching methods for the formation of internal personality traits. And also to compare the potential for the development of traditional forms of education and alternative ones.

The basis of any potential development of a person is his cognitive resource. A cognitive re-

source is a set of cognitive elements that are used by a person to process information. As elements of the cognitive resource of the individual, we propose to consider cognitive and linguistic codes.

Codes, according to Bernstein [7], are, first of all, attitudes towards meanings, with the help of which the representation of social reality is carried out in the minds of individuals, which then finds expression in their activities. Through such codes, fixed in social experience (both individual and group) predispositions for the perception and evaluation of socially significant objects, as well as readiness for certain actions focused on these objects, are transmitted.

The cognitive code is an internal one, a person's attitude to understanding social reality, everything that happens in the external and internal world. A linguistic code is a form of using and using language to convey an understanding of what is happening around.

A cognitive resource, as well as cognitive codes, its components, reveal themselves when a person performs specific tasks of different levels of complexity. In confirmation of the above, in our study, the method of studying codes by Bernstein B. [7] was used - based on the picture grouping test.

Research results. As a result of the analysis of our data, as well as our comparative analysis, we can draw the following conclusions.

Firstly, the results of the one-dimensional distribution showed that, indeed, there is a differentiation of children aged 5–6 years according to the degree of complexity of the codes: 65 subjects are carriers of a developed, "complex" cognitive code. The speech code of the majority (65) can be described as sufficiently developed for the age of 5-6 years.

Secondly, the "family-social-status" factor, in particular, the profession and education of parents, influences the formation of codes. There is a moderate relationship between these features and the type of cognitive code (T=0.3; K=0.4). "T" and "K" are the Chuprov and Cramer coefficients, showing the strength of the relationship between the features. The closer the values of "T" and "K" to 0, the weaker the relationship. And vice versa, the closer "T" and "K" to 1 , the stronger the connection. With regard to the speech code, the picture is almost similar (T=0.2; K=0.3). The connection is weaker, but it is present. It should be noted that the above coefficients showing the strength (tightness) of the connection between the features , do not fundamentally differ from those that were derived from the data obtained earlier as a result of a study conducted in ordinary kindergartens and first grades of general education schools. Namely: T = 0.3; K = 0.3. A comparative analysis of

the coefficients shows that the relationship between the degree of development of the cognitive code and the social origin of their carriers, in particular, the profession and education of parents, is strong in terms of the degree of influence on the formation of codes.Children of knowledge workers with higher education are more often carriers of a complex code

Thirdly, the correlation analysis made it possible to outline a trend in the transformation of codes under the influence of the specifics of secondary pedagogical influence (SPI) and secondary pedagogical labor (SPL), the agents of which are teachers (educators and teachers). Here we are only talking about a trend, since the discovered connection turned out to be weak, which, in principle, is not surprising, since the transformation of the code is a rather lengthy process, and given the age of our subjects, this process has just begun for them. There is a weak relationship between the sign of teacher's strictness and the type of cognitive code (T=0.25; K=0.28). We tested the hypothesis about the existence of a relationship between the type of code and the specifics of the SPI (SPL), determined by the degree of severity of the teacher. As a result, we have identified such a relationship between the feature "cognitive code" and "the degree of severity of the teacher", Chi-square is significant. And since the degree of severity of a teacher in private institutions is mainly "soft" (54%) and "close to soft" (44%), the number of carriers of a "complex" code among the subjects is very high (75%).

Thus, our assumption that the specifics of secondary pedagogical work is a factor in the transformation of codes, their complication and development, and the teacher's excessive strictness can slow down this process, can be considered not unreasonable. This assumption is confirmed by the results of a comparative analysis of data from two studies (previously conducted in 2014 and 2015). According to the first study, which was dominated by "very strict" and "moderately strict" teachers (44% and 48%, respectively), carriers of a complex cognitive code accounted for 30% of all subjects. According to the data of our study, in which such types of pedagogical influence as "soft" (54%) and "close to soft" (44%) prevailed, the number of carriers of a "complex" code among the subjects is very high (75%).

Fourth, a comparative analysis of two studies showed that the number of children who are carriers of a complex cognitive code is much higher in private preschool institutions working on special intensive development programs (75%) than in public ones (30%). Thus, we can say that we have confirmed the hypothesis about the existence of a connection between the type of code and developing programs.

Summing up, we consider it necessary to note that the conclusions drawn from the results of our study, including a comparative analysis of data from two studies conducted using the same methodology in different years (2019 and 2020) and in preschool institutions of various types (operating under the general state program and author's intensive development programs) are approximate and rather hypothetical in nature (due to the small sample size). However, in our opinion, the data of our study and the conclusions drawn from the analysis are a convincing reason for a similar full-scale study. It is also important to emphasize the significant role of digitalization of education at all stages, the closure of educational institutions for quarantine [3] and, as a result of other factors, introduce new variables into the process of student development, creating new forms and approaches that have a completely different effect on the personality and student qualities.

Conclusions. Based on the results of our study and comparative analysis of the data, we made the following conclusions:

• training in special intensively developing programs, using special developing methods, can help reduce (or completely eliminate) the dependence of the degree of development of the cognitive code on social origin. This conclusion is evidence in favor of the fact that the education system has the necessary resources in order to equalize the social chances of people, and not to perpetuate social inequality, as is the case today;

• such resources are training programs and the specificity of secondary pedagogical work, reflected in the practices of interaction between the teacher and the student. Children under the influence of strict teachers are less likely to develop cognitive, creative, speech abilities than children under the influence of moderately strict or soft teachers.

In conclusion, we consider it necessary to emphasize that meeting the needs of society for individuals who are carriers of internal qualities directly depends on the revision of views on the modern education system and the directions of its reform. Evidence from studies of the type described can provide an empirical basis for choosing the right direction for reforms in the preschool education sector.

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РОЛЬ ДОШКІЛЬНОЇ ОСВІТИ В ПРОЦЕСІ ФОРМУВАННЯ ВНУТРІШНЬОГО ТИПУ ОСОБИСТОСТІ ЯК ОСНОВИ СУЧАСНОГО СУСПІЛЬСТВА

У статті аналізується сучасний етап дошкільної освіти та її важливість для подальшого розвитку особистості дитини як повноправного члена суспільства. Дослідження проводилось серед вихованців приватних дитячих освітніх установ розвиваючого типу, основою яких є спеціальні розвиваючі програми та методики. У дослідженні взяли участь 86 дітей, з яких: 41 хлопчик і 45 дівчаток. Ми висунули такі гіпотези: ступінь розвитку та складність когнітивного коду залежить від: а) соціального статусу сім'ї, зокрема, освіти та професії батьків; б) специфіки освітнього процесу та педагогічної роботи (яка методика — традиційна чи розвивальна використовується; наскільки суворий вихователь). У дошкільних закладах, які працюють за розвиваючими програмами та методиками, спостерігається послаблення зв'язку між ступенем розвитку когнітивного коду та соціальним походженням, у порівнянні з освітніми установами, що використовують традиційні загальноосвітні програми. Відповідно до мети дослідження, для перевірки гіпотез було використано кілька методів: 1) тестування (тест групування зображень; у ролі випробуваних виступали діти віком 5-6 років; тестовий матеріал — картки Домана, 10 штук із зображеннями диких тварин); 2) опитування або інтерв'ю з вихователями, чиї вихованці є учасниками дослідження. У ході дослідження було проаналізовано різні підходи до формування особистості дошкільника та визначено основні фактори, що впливають на це. Внутрішній тип особистості визнано важливим для подальшого успіху дитини в житті та навчанні. Підсумовуючи, варто зазначити, що висновки, зроблені на основі результатів нашого дослідження, зокрема порівняльний аналіз даних двох досліджень, проведених за однаковою методологією в різні роки (2019 та 2020 роки) та в дошкільних закладах різних типів (працюючих за загальнодержавною програмою та авторськими інтенсивними розвиваючими програмами), є приблизними та швидше гіпотетичними (через малий обсяг вибірки). Проте, на нашу думку, дані нашого дослідження та висновки, зроблені на основі аналізу, є переконливою підставою для проведення аналогічного масштабного дослідження.

Ключові слова: *дошкільна освіта, внутрішній тип особистості, соціальна адаптація, риси особистості, психологія розвитку.*