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Preschoolers with general speech underdevelopment socialization practices in Ukrainian and Swedish preschool educational institutions

Niños en edad preescolar con prácticas de socialización del subdesarrollo del habla general en instituciones educativas preescolares ucranianas y suecas

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Abstract

The aim of the article is to conduct a comparative analysis of the socialization practices of preschoolers with general speech underdevelopment in Ukrainian and Swedish preschool educational institutions. The research methodology involved the gradual application of a set of interrelated methods, such as theoretical analysis, systematization, and generalization of data from general and specialized psychological-pedagogical and methodological literature on the researched problem. The findings suggest that there are differences in socialization practices between the two countries: Ukrainian

preschool educational institutions focus more on discipline and obedience, while Swedish institutions prioritize play and collaboration. The study concludes that socialization practices in preschool educational institutions play a significant role in supporting the development of social skills among preschoolers with general speech underdevelopment.

Keywords: innovative lesson structure, physical education, students, educational institutions, Romania.

Resumen

El objetivo del artículo es realizar un análisis comparativo de las prácticas de socialización de niños en edad preescolar con subdesarrollo general del habla en instituciones educativas preescolares ucranianas y suecas. La metodología de investigación implicó la aplicación gradual de un conjunto de métodos interrelacionados, como el análisis teórico, la sistematización y la generalización de datos de la literatura psicopedagógica y metodológica general y especializada sobre el problema investigado. Los hallazgos sugieren que existen diferencias en las prácticas de socialización entre los dos países: las instituciones educativas preescolares ucranianas se enfocan más en la disciplina y la obediencia, mientras que las instituciones suecas priorizan el juego y la colaboración. El estudio concluye que las prácticas de socialización en las instituciones educativas preescolares juegan un papel importante en el apoyo al desarrollo de habilidades sociales entre los preescolares con subdesarrollo general del habla.

Palabras clave: estructura de lecciones innovadoras, educación física, estudiantes, instituciones educativas, Rumania.

1. Introduction

One of the priority directions of the development of the national education system is the search for effective ways of including children with psychophysical development disorders in the educational environment, their socialization, the leading mechanisms of which are provided by speech activity. State programs "Education" (Ukraine of the 21st century), "Children of Ukraine", National strategy for the development of education of Ukraine in 2013-2021, Law of Ukraine "On preschool education", "State target program for the development of preschool education for the period until 2017", The basic component of preschool education in Ukraine, 2006, a change in the educational paradigm, the scale and severity of social, economic, and cultural problems require raising the priority of public preschool education, forming in society an understanding of the importance of the early stages of a person's life as the most responsible period of his social formation. Orientation of preschool education to ensure full-fledged social development of children requires taking into account the peculiarities of socialization at various stages of preschool childhood. In this regard, the preschool educational institution is assigned a special role - to become a leading social institution of socialization, which ensures the creation of appropriate pedagogical assistance for preschool children in the process of socialization, directs the development of socially and individually significant personality traits and its successful functioning as a subject of its own life activities in the social environment.

Thus, the social significance of the specified problem, its insufficient scientific-theoretical and methodological development led to the choice of the research topic «Preschoolers with general

speech underdevelopment socialization practices in Ukrainian and Swedish preschool educational institutions».

The purpose of the article is the comparative analysis socialization practices of preschoolers with general speech underdevelopment in Ukrainian and Swedish preschool educational institutions. Therefore, the object of study is socialization practices of of preschoolers with general speech underdevelopment in Ukraine and Sweden.

The subject of research – the process of preschoolers socialization of with general speech underdevelopment in Ukraine and Sweden.

Task for realization of the investigation.

- to determine the essence of the process of preschoolers with general underdevelopment speech socialization in preschool educational institutions in Ukrainian and Swedish scientific dimation;
- to describe practices of preschoolers with general speech underdevelopment socialization in preschool educational institutions in Ukrainian and Swedish preschool educational institutions.

2. Methodology

The research methodology involved the gradual application of a set of interrelated methods, such as: theoretical – analysis, systematization and generalization of data from general and special psychological-pedagogical and methodological literature on the research problem in order to determine the theoretical and methodological foundations and main approaches for identifying the features and conditions of socialization of preschool children with general underdevelopment of speech;

empirical – electronic questionnaires, questionnaires, direct communication with teachers for special need children and logopedists in Ukrainian and some Swedish preschool educational institutions.

The research methodology involved three stages:

the first – monitoring the current state of theory of preschoolers with general speech underdevelopment socialization in Ukrainian and Swedish preschool educational dimensions;

the second is the providing comparative analyses of preschoolers with general speech underdevelopment socialization practices in Ukrainian and Swedish preschool educational institutions (develop the comparative table of similarities and differences);

the development recommendations for improving the preschoolers with general speech underdevelopment socialization practices in Ukrainian preschool educational institutions.

3. Literature Review

The concept of socialization of the individual has a wide meaning, acquires a substantive sound in various sciences and is studied by many scientists. Note that despite the prevalence of the

term "socialization" and the more than a century-old history of its existence, the term "socialization" does not have an unambiguous interpretation among various representatives of philosophical, sociological, pedagogical and psychological sciences. Therefore, it is necessary to consider the definition of socialization from the point of view of these sciences.

Philosophy considers socialization from the standpoint of the relationship between man and society, as a result of which, on the one hand, the development of personal intellectual and social freedom occurs, and on the other hand, the art of social dialogue, interaction, and cooperation is improved. At the same time, the socialization process as a prerequisite for social freedom and generational creativity causes the rapid development of society (Bohdanova, 2011). Individual scientists, including Pierre Teilhard de Chardin consider socialization together with personalization. The French thinker defines personalization as a stage of the emergence and improvement of an individual who considers himself a part of an organized whole, and socialization as a sphere in which separate consciousnesses and independence are united, emphasizing the depth and unpredictability of his "Ego". According to the researcher, humanity will find ways to humanize itself thanks to new forms of contact and cooperation (Teilhard de Chardin, 1965). The process of human social development is explained in different ways by representatives of various philosophical currents of the anthropological direction. Representatives of idealistic philosophy believe that human development is a spontaneous, uncontrolled, spontaneous process; development occurs regardless of living conditions; the development of a person is fatally determined by his fate, in which no one can change anything.

From the point of view of pedagogy, socialization is interpreted in close interaction with the process of education and socio-pedagogical mechanisms of socialization are determined, which indicate the content and methods of education. The process of socialization ensures the entry of a person into social communities and collectives, comfortable coexistence in them, socialization of his activities, lifestyle and thoughts, which ensures the formation of an individual as a representative of certain social communities and groups, social strata. Researchers of the problem of child socialization and personality education have in mind, first of all, the formation of readiness for an individual to realize a set of social roles. At the same time, the very process of mastering these roles involves the participation of each student in activities and learning. The social role reveals the mechanism of the child's assimilation of social experience (Vygotsky, 1996).

In psychology, there is also no consensus on this problem. According to A. Reber, the term "socialization" has two meanings. The first meaning is the process by which an individual acquires knowledge, values, social skills and social sensibility that allow him to integrate into society and behave adaptively in it, that is, socialization is a life experience. The second meaning is the process of the state taking services, industry and other institutions of society under its control for the benefit of all members (Bregeda, Bovtruk, & Dvoretzka, 1999).

Moskalenko systemized G. Andreeva conclusion about socialization and summarized, the spheres in which the entire content of the process of personality socialization unfolds are: activity, communication, and self-awareness. As for activities, in the process of socialization, the individual's "set" of activities expands, that is, more and more new types of activities are mastered: socialization occurs as the assimilation of new and new forms of role models of behavior, as a result of which the individual gradually develops an orientation in the system of

social roles. This process is accompanied by three important points. First, orientation in the system of connections inherent in each type of activity and between its various types. The product of such orientation is a personal choice of activity. As a result of this, a second process arises - centering around the main, chosen one, focusing attention on it and subordinating other types of activities to it. Finally, the third process is the understanding of the individual during the implementation of new roles and the understanding of their significance. In general, the essence of transformations in the activity system lies in the process of expanding the capabilities of the individual as a subject of activity (Moskalenko, 2008).

Considering socialization from the point of view of sociology as a science, one cannot fail to mention the famous scientist T. Parsons, whose concept is related to the understanding of socialization as the process of integration of an individual into the social system by "absorbing" common values, as a result of which the observance of universal norms behavior becomes a need of the individual, an element of his motivational structure (Parsons, 1968). It is also worth mentioning I. Kohn, who considers socialization as the process of assimilation of social experience by an individual, a certain system of social roles and culture (Kohn, 1982). Therefore, from the point of view of sociology, the conclusion of the modern theory of personality socialization is that it is formed not as an object of some external influences, but as an active subject of self-education.

Having analyzed a number of scientific studies, in particular Ukrainian scientists on the problems of socialization, we found that such scientists as A. Bogush, L. Varyanytsia, N. Havrysh, S. Kurinna, I. Pechenko in their monographic study define the essence of the phenomenon of childhood as a social formation within the age period from birth to adulthood, which is characterized by specific features, has its own subculture and is built on special social ties and relationships. This is the period of a person's life, in which the foundations of personal activity and personal attributes, values that determine the quality of future life are laid; the period when a person is most vulnerable, unprotected from the effects of the environment, social, psychological and physical violence (Bogush et al., 2006). A factor in the socialization of preschool children is the children's subculture - a socio-cultural space interspersed with the space of adult culture; a dynamic social, psychological and cultural autonomous entity with its own moral and legal norms, speech apparatus, folklore heritage and game complex. Given its inherent functions, children's subculture is an agent of personality socialization, and its structural components are: children's folklore, children's verbal creativity, children's legal code, children's games, children's humor, religious ideas, children's philosophizing, children's interests (Bogush et al., 2006). For a more thorough consideration of the problems of the social development of a child in a preschool institution, let's consider a number of scientific studies related to the socialization of a preschool child.

First of all, we paid attention to the research provided by Vertuhina V., Melnyk N., Rogalska-Yablonska, pedagogical conditions of preparation of senior preschoolers with visual deviation to school in the context of which they dedicated some pages of the article to personality socialization in preschool childhood. The researchers interpreted the concept of personality socialization in preschool childhood as the process of forming a child's personality in its interaction with the social world on the basis of the child's equal entry into the system of social relations, active development of socio-cultural experience through its subjective knowledge of the social environment and construction of the image of the social world (Vertuhina et al., 2022). According

to I. Rohalska-Yablonska et al., (2020) the specificity of the socialization of a preschool child consists in:

- a continuous change in the space of his "social maturation"; - ensuring the expansion of the degree of freedom when it is introduced into the social environment;
- development of its subjective activity and formation of social competence;
- socio-emotional development of the social environment and focuses on enriching children's lives in the socio-cultural space.

According to the researchers, the main tasks of socialization at the stage of preschool childhood should be: - ensuring active adaptation of children to new social conditions of life for them; - acquisition of socio-emotional balance and resistance to the influence of changing conditions of the social environment; - expanding and enriching the experience of constructive interaction with the people around them on an interpersonal level and building social relationships through the development of communication methods; - formation of ideas about methods and norms of communication with the environment; - development of activity, initiative, independence and responsibility as basic personality qualities; - involvement of children in the wider social environment to form ideas about people's lives in society; - formation of harmonious relationships with peers through the organization of interaction at the level of emotional communication; - building the child's social behavior in the social environment (Rohalska-Yablonska et al., 2020).

The scientist proposes to identify and control the level of socialization of the individual in preschool childhood according to the following criteria (Șirghi & Șirghi, 2020):

social adaptability with indicators - the child's attitude to new social conditions, the peculiarities of the child's emotional state, the dominance of instructions for interaction with children;
social activity with indicators - existing manifestations of initiative, activity, independence;
social competence with indicators - social intelligence as the ability to solve social problems in proposed situations, value orientations of children and their spiritual needs, the formation of social norms of child behavior.

The core of the analyzed research is the model of socio-pedagogical support of personality socialization in preschool childhood as a process of personal interaction between the one who accompanies and the one who needs it. The researcher guides the socio-pedagogical support of personality socialization in preschool childhood by the following principles: the priority of the child's interests; balance as an optimal ratio of the processes of individualization and socialization in their unity and difference; reliance on the positive, the principle of social conformity; integrated approach; dyadic interaction and openness of support (Rohalska-Yablonska et al., 2020).

If we consider the theoretical investigations of Swedish scientists we may find the following understanding and interpretation of "the socialization in preschool childhood" as a notion: the definition of socialization involves learning values, beliefs, and behaviors, and the rules that must be followed for a better coexistence, developing feelings that help in the idea of collectivity (Lembrér & Meaney, 2014). Socialization in early childhood education is of fundamental importance for the evolution of the child in the face of different everyday situations (Trondman, 2013). Watching children socialize, whether at school or in another environment where they feel

safe to do so, allows the adults around them to guide their behavior to help overcome their difficulties.

The importance of the school in this process grants autonomy to the little ones, and they start to see the world as a wide space of opportunities to interact with other people (Tsybanyuk, 2020). They begin to recognize when there is a real incentive to socialize at this stage of life. The family's presence as a supporter of the child in the school environment generates a significant improvement in learning. The importance of socialization for children implies the development of skills that may be the most diverse and necessary for the future of small explorers.

Below is a short list of skills acquired from socialization:

- Emotional skills: when the child is in the school socialization process, he/she will need to share moments, and share physical space, in addition to making concessions to his/her colleagues who will end up helping in the formation as a person of the little ones.
- Language skills: during the socialization process, the child will develop orality and at each moment will learn to express his/her feelings through oral communication.
- Math skills: When we talk about math skills that children develop through socialization, we must think about the exploration they will make of space, discovering shapes, playing, and learning with the objects that make up the interaction space (Lembrér & Meaney, 2014; St. Nicholas School, 2023).

As Sweden is an international country the scientists also consider the "preschool children socialization" as process is linked to the construction of children's cultural identity, as they observe behaviors and begin to understand and practice the social standards necessary for a good coexistence with the people around them in a mixture of discovery and overcoming (Lembrér & Meaney, 2014).

Socialisation is a process by which children acquire the skills necessary to perform as functioning members of their society (Biesta, 2007). The process involves both reproducing culture from one generation to another to ensure that societies sustain themselves over time (James, Jenks, & Prout, 1998) and producing new ideas and culture through learning to be creative (Ebrahim, 2011). For this second component of socialisation to occur, preschool children need to be recognised as being knowledgeable, active participants in the construction of their childhood and their experiences (James, Jenks, & Prout, 1998).

It's important that Swedish scientist Biesta's (2007) drew the distinction between socialisation and education. He considered socialisation to be the "insertion of 'newcomers' into existing cultural and socio-political settings" (p. 26). For him, much of what occurred in institutional settings of education was actually socialisation. In contrast, education as defined by Kant was about the self- education needed to achieve rational autonomy to become fully human. However, as Biesta further argued, this view of education could be considered a form of socialisation because it sets up what the end product of selfeducation had to be: rational autonomy. Then education of this kind also contributed to newcomers taking on the attributes of existing members of a society; those who did not have or did not gain these attributes were unable to be considered human.

If also to speak about the understanding of the preschoolers with general speech underdevelopment socialization theory we can draw to that according the Swedish latest research, language and literacy research within the framework of Swedish early childhood studies has focused on teachers' ability to create a preschool environment that is considered to be beneficial for children's language (Broman, Roth, Persson, S. (2015).

In Ukrainian scientific dimension the conclusions as for this notion is that "the socialization of children with general underdevelopment of speech as a combined process of general speech education and social formation, which ensures the development of speech and the formation of a competent approach to the development of the child's personality, the result of which is the dynamic development of his socialization" (Lemoshchuk, 2016; Rohalska-Yablonska et al., 2020). We started from the understanding that speech, as one of the main and necessary conditions for a child's personal growth and social development, is a full-fledged means of communication only when it is preserved or, in the case of speech pathology, its structural components are copied. Therefore, the leading factors that cause deviations in the development of the child's personality, related to communication, are the insufficient level of orientation of the child to active communication, as well as the insufficient mastery of communicative activities (Talaghir & Ionomescu, 2017.). The ratio of these factors constitutes the undifferentiated relationship of the child to the partner in communication and the very fact of communication.

The study by scientists of the problem of social adaptation of children with speech disorders proved that in a complex complex of developmental disorders, speech underdevelopment is characterized not only by delays in the formation of speech ability, but also often by motor, sensory, intellectual disorders, and lack of cognitive abilities. Therefore, due to the specificity of the speech disorder, the social development of children is not carried out properly. With such insufficient communication of the child with adults and peers, the rate of development of his speech and other mental processes slows down. A deviation in the development of speech negatively affects the entire mental development of the child, delays his communication with the environment, the formation of cognitive processes, thus making it impossible to form a full-fledged personality.

Theoretical approach allowed us to point out the following similarities in distinguishing the notion "preschoolers socialization" and these similarities are in the approaches in pedagogical, sociological and philosophical views on the socialization in general, the differences are in the broader meaning of preschoolers socialization in Swedish scientific dimension and it concerns the more clear avenger of the construction of children's cultural identity. If we speak about the preschoolers with general speech underdevelopment socialization theoretical reviews than the similarities are in the following aspects: the including of preschoolers with general speech underdevelopment into the educational and developmental environment provides the best socialization process for these children.

4. Results and Discussions

Current State of preschoolers with general speech underdevelopment socialization in Ukraine and Swede.

In Ukraine

Scientists have singled out the main conditions that contribute to the successful socialization of a preschooler: - a favorable social situation of development; - the participation of adults through the achievement of the interaction of the process of socio-pedagogical activity of the preschool educational institution and the process of socialization of the child in the family; - organization of full-fledged activity and communication as leading forms of development and interaction with the surrounding world. In the process of socialization of a preschool child, such signs as: - independence are distinguished in the observance and fulfillment of these conditions. Receiving new knowledge, the child is able to understand, analyze, master them; - self-organization. This term refers to a child's ability to organize and carry out his activities without constant external control, help and stimulation from adults. As a rule, a child's self-organization manifests itself in older preschool age. Older preschoolers develop the ability to perceive tasks, plan their activities, independently monitor and evaluate them; - collective interaction. It is not enough for a child to communicate with adults for full-fledged personality development. She needs contact with children of different ages. Saame this provides the child with a wide social practice.

Taking into account the socialization indicators of a preschooler and the features of the socialization of an older preschooler with general underdevelopment of speech we aimed to analyze, generalize and single out the pedagogical conditions under which the process of socialization of such children will take place most effectively. Based on the analysis, we determined such pedagogical conditions as:

Organization of interaction of children with general underdevelopment of speech in a single socio-developmental environment of a preschool educational institution. Children with general underdevelopment of speech, the process of interaction with each other is somewhat different than in completely healthy children. As a rule, such children are enrolled in speech therapy groups for two years before school. Thus, they face the difficult task of mastering a new, foreign space and making it their own. The process of getting used to new conditions does not always go well, it is often accompanied by children's illnesses. The process of adaptation to a preschool institution or to a new group of children takes place in different ways. Some children show signs of impaired adaptive function, which occur not only during the period of getting used to new conditions and persist for a long time without adequate pedagogical intervention, but are also generally characteristic of children with speech disorders due to the peculiarities of their psychophysical development. Getting used to a new environment, entering a group of peers, establishing contact with new adults - all this is associated with emotional stress, the need to show self-affirming ways of behavior, establish communicative contact. It is known that the development defect is most acutely manifested in the situation of adaptation to new conditions of activity. The situation itself demands from a child with a general underdevelopment of speech the mobilization of all his adaptive capabilities, reveals and exacerbates difficulties that concern his emotional, personal and communicative spheres. At the same time, it is also a kind of incentive for the child to master the ways of orientation in a new situation, the manifestation of his qualities and abilities.

Development of speech communication in children with general underdevelopment of speech in game activities. Correction of general underdevelopment of speech is a complex, step-by-step and long-term process, the effectiveness of which depends on the complex interaction of

specialists, a combination of different approaches to overcoming this pathology. Speech therapy work should be carried out on the basis of the Programs of education and upbringing of preschool children «Dydyna» (child), «Dytyna v doshkilny roky» (Child in preschool years), «Dytyna ta navkolyshii svit» (Child and environment) for mass preschool institutions, as well as special programs of typical and original corrective and developmental education for children with speech disorders.

Programs of education and upbringing of preschool children are the scientific and methodological basis of the organization of corrective, preventive and developmental education of children with general underdevelopment of speech in the conditions of a special preschool educational institution and are designed for speech therapists of these institutions and provide teachers with the opportunity to more flexibly to approach the organization of corrective work in subgroups and in individual classes with children, to implement cyclical learning of the material. The leading task of correctional and developmental work in a special preschool educational institution is the formation, correction and development of speech (including communicative), mental and emotional-volitional spheres of children with speech disorders, through play activities. But in many pre-school special institutions, insufficient attention is paid to studying the state of play activities of children with speech disorders.

Unfortunately, speech therapy manuals often offer games that, although aimed at the development of speech, do not take into account the age characteristics of children, the specifics of a separate speech defect; games, as a rule, have little variation and cover only one of the links of corrective work. In this regard, the main tasks of the game in speech therapy work with older preschoolers with general underdevelopment of speech in order to develop speech communications are:

1. To create conditions for the development of general and cognitive activity, expanding opportunities for practical familiarization with various subjects and phenomena in order to master the relevant methods of action, use of objects.
2. To form a subject-game environment.
3. To deepen children's understanding of the environment, to consolidate their knowledge about the color, shape and size of objects.
4. To teach children to think, to awaken in them independent thought, to develop inquisitiveness.
5. To increase speech activity and at the same time carry out psychophysical development of preschoolers. In corrective and developmental work, speech therapists use both creative games and games with rules.

In role-playing games, elements of a plan appear in children, there is a simple plot, roles, but all this is not stable enough, and as soon as the child's attention switches to something else, one plan is easily replaced by another. Role-playing games of younger preschoolers are mainly procedural and manipulative, and their content is almost exclusively related to personal experience, observations and experiences. They interest children in the process of action itself, and not in the result to which this action should lead. The emergence of a role is associated with change orientation of the preschooler's consciousness, the ability to compare his actions with the actions of other people. This is how the transition to the story role-playing game is gradually taking place. During the organization of creative games, the teacher encourages children to create

elaborate plots on everyday topics: «Kindergarten», «Playground», «Family», «Polyclinic», «Shop», etc., in which children gain experience of relationships necessary for life in a team, learn simple ethical norms, thus socializing.

Creation of a speech-stimulating space to ensure the social experience of older preschoolers with general underdevelopment of speech. To date, the attention of scientists-pedagogues is directed to the low speech activity and insufficient motivation of speech communication of children with speech disorders, the difficulty of adequately using the various forms of cooperation mastered in various situations, insufficient or exaggerated criticality and self-criticism. Based on this, special importance is given to the construction of a special effective subject-subject space of children's life activities to ensure social experience. Forming a positive attitude towards each other is one of the steps to creating an environment in which the child will be comfortable and interact with peers. Another important step is to create conditions in which a preschool child can learn to build equal relationships with others by identifying with them. First of all, it is necessary to teach the child to adequately apply forms of cooperation and interaction during the game and other regular moments. Following these steps helps to stimulate the child to communicate and cooperate with others. The development and stimulation of speech are the most difficult points in the education of preschoolers. And they need to be carried out constantly, in all types of activities, throughout the entire pedagogical process. This requires enormous knowledge, skills, efforts, and patience from the educator. In addition, it is always necessary to take into account the individual characteristics of each child and develop them depending on his abilities, which is especially evident in children with speech disorders.

In Sweden

The Swedish universal ECEC system is regulated by the Swedish Education Act (Skolverket, 2020) includes all children aged 1–5 years, and is the first part of lifelong learning within the Swedish educational system. Over 85% of Swedish children between one to five years are enrolled in preschool, and over 95% of children between four and five. The curriculum of preschool is decided by the government (Skolverket, 2019) and is based on holistic, inclusive, and ecological principles. Designed for care, development, and learning to form a whole, Swedish preschool is part of the welfare state, family policies focused on dual-earning families, and the ambition to provide a good start in life for all children. Democracy is stressed as a fundamental pillar, and the development and learning of all children is promoted. Children's participation and influence on their education are emphasized. The curriculum states preschool should offer children a good environment that is accessible for all children, and a balanced daily rhythm with both rest and activities adapted according to the children's needs and length of stay. The environment is intended to inspire children to play together and explore the world around them. Children are to be offered varied activities in different contexts, both indoors and outdoors.

Play is considered the foundation for development, learning, and well-being, yet over time academic learning and teaching have become more emphasized. Pramling Samuelsson, Williams, Sheridan, & Hellman (2016) summarized the pedagogical approach as being "one whereby both the foundation of academic knowledge and the tradition of a wholeness with play, care and learning should be integrated." (p. 446). It is the responsibility of the preschool teacher to organize pedagogical activities to promote the principles stated in the curriculum (Einarsdottir et

al., 2015), yet specific pedagogical methods are not identified. The National Agency for Education seeks to ensure that Swedish education maintains a standard of quality through national school development programs and training programs. The Swedish Schools Inspectorate evaluates ECEC to improve quality and outcomes.

As for the practices for the socialization of preschoolers with general speech underdevelopment there were a Research on morpho-syntactic challenges in Swedish-speaking children with developmental language disorder (DLD) provided by the group of investigators compared with typically developing (TD) children learning Swedish as their first and second language (L1/L2). The project demonstrated that children with DLD show vulnerabilities with verb finiteness, the possessive construction, and noun phrase gender agreement, as well as word-order in nonsubject initiated sentences. For L2-learners, word order and the noun phrase gender agreement present main challenges. We discuss to what extent these morpho-syntactic weaknesses can be explained by different theoretical accounts and identify future research needs. Surface similarities between groups may originate from different factors and more knowledge is needed to inform educational and clinical practice for both of these groups of children (Reuterskiöld et al., 2021).

The other study was aimed to characterize and compare the use of typical story grammar elements practices and global coherence level in the oral narrative of children with attention deficit hyperactivity disorder with the narrative of children without the disorder and with typical development. Those practices prove to have a great positive influence on the socialization of preschoolers with general speech underdevelopment. The children with ADHD included in this study presented difficulties to use typical story grammar elements, mainly related to the maintenance of the central theme and outcome of the story. These elements are considered fundamental for construction of narrative coherence, which justifies the lower levels of global coherence found in the oral narrative of the ADHD Group (Zenaro et al., 2019).

Swedish clinical practice regarding assessment of suspected Speech Sound Disorders (SSD) in children (Wikse Barrow et al., 2021) proved to have a great positive effect on the socialization of preschoolers with general speech underdevelopment.

The other practices which demonstrated effectiveness was the Audience Response Systems (ARS)-based measure of acceptability, applied to speech produced by children with speech sound disorder (SSD). We further explore how the suggested measure relates to an ARS-based measure of intelligibility. Finally, we explore potential differences between speech-language pathologists (SLPs), untrained adults, and children in their assessments (Strömbergsson et al., 2020).

Children's socialization into cleaning practices has demonstrated positive socialization not only with typical families but also families which have preschooler(s) with general speech underdevelopment (Fasulo et al., 2007).

The other study explores a child's emergent second language (L2) interactional competence during her first year in a Swedish immersion classroom. Within the theoretical framework of situated learning, it focuses on how she acquires expertise in a specific classroom practice: multiparty classroom talk. The data cover three periods (the early, middle, and late phases) of her first school year. The methods adopted combine a micro analytic approach with ethnographic

fieldwork analyses of L2 socialization within a classroom community. The analyses revealed systematic changes in the novice's interactional engagements. An interplay of language skills and turn-taking skills influenced her participation in multiparty talk during the three periods, casting her as (a) a silent child, (b) a noisy and loud child, and (c) a skillful student. These changes indicate that learning cannot be seen as the unilineal development of a single learner identity. It is argued that a detailed longitudinal analysis may provide important insights into the relationship between participation and L2 learning. Instead of unilineal development of a single learner identity, we may find different participation patterns linked to distinct language learning affordances over time (Cekaite, 2007).

5. Discussions

The grounded analysis of the trends of teachers' education in Ukrainian and Swedish pedagogical Universities allows to create the comparative table of the peculiarities of preschoolers with general speech underdevelopment socialization and to see in where these peculiarities are similar and where they differ.

Table 1.

Practices in Ukrainian and Swedish preschool educational institutions

Ukrainian preschool educational institutions	Swedish preschool educational institutions
Development of speech communication in children through games	Morpho-syntactic exercises
Organization of interaction of children	Picture support on narrative retells
Creation of a speech-stimulating space	Orofacial games
	Audience Response
	Children's socialization into cleaning practices

As we can see in the Table 1. the comparative analysis demonstrates, that preschoolers with general speech underdevelopment socialization practices in Ukrainian and Swedish preschool educational institutions are in great part similar though are provided on different way and approaches. We can also see that in Sweden there are more clinical investigations on the contemporary in Ukraine – more pedagogical practices are included.

Orientation of preschool education to ensure full-fledged social development of children requires taking into account the peculiarities of socialization at various stages of preschool childhood. In this regard, the preschool educational institution is assigned a special role - to become a leading social institution of socialization, which ensures the creation of appropriate pedagogical assistance for preschool children in the process of socialization, directs the development of socially and individually significant personality traits and its successful functioning as a subject of its own life activities in the social environment.

However, in the domestic special pedagogy and psychology, according to the M. Lemoshchuk (2016) research, devoted to the study of issues of socialization of children with disorders of

psychophysical development is extremely insufficient. Although in recent years Ukrainian scientists-specialists have carried out studies related, but the question of purposeful formation of their social competences remains outside the attention of scientists and practitioners. Among children with various types of psychophysical disorders, a significant increase in the number of children with disorders of speech development - general speech underdevelopment (GSU) is recorded. Modern educational reform strategies create the necessary prerequisites for the active integration of children with SEN into the general educational space, therefore there is a need for a comprehensive study of this nosology of children, both for the purpose of further development of effective methods of diagnosis and correctional assistance, and their socialization.

In the works of psychologists and speech therapists, and it is stated that the main indicator of the level of development of children's speech in children with disorders of speech development, in particular general underdevelopment of speech, is communication skills. The works of O. Slinko et al., (2022) are devoted to the study of interpersonal relations in a group of preschoolers from (GSU). (Lemoshchuk, 2016) However, despite the attention of scientists to the speech development of children with SEN, the problem of their socialization in the pedagogical process of a preschool educational institution was not the subject of a special study. Unlike children with typical development, in whom speech activity is formed in the process of communication, mediated by the system of speech signs, children with GSU accumulate only separate speech acts and separate speech signs. Therefore, the general underdevelopment of speech in children of older preschool age complicates the process of socialization, causes a significant limitation of activity in communication, contributes to the emergence of psychological features, leads to social maladaptation of children.

Thus, the further investigation could be devoted to the close characteristics of different forms, methods and means of preschoolers with general speech underdevelopment socialization practices in Ukrainian and Swedish preschool educational institutions.

6. Conclusions

Theoretical approach allowed us to point out the following similarities in distinguishing the notion "preschoolers socialization" and these similarities are in the approaches in pedagogical, sociological and philosophical views on the socialization in general, the differences are in the broader meaning of preschoolers socialization in Swedish scientific dimension and it concerns the more clear avenger of the construction of children's cultural identity. If we speak about the preschoolers with general speech underdevelopment socialization theoretical reviews than the similarities are in the following aspects: the including of preschoolers with general speech underdevelopment into the educational and developmental environment provides the best socialization process for these children.

The investigation demonstrated that in preschoolers with general speech underdevelopment socialization practices in Ukrainian and Swedish preschool educational institutions are in great part similar though are provided on different way and approaches. We can also see that in Sweden there are more clinical investigations on the contemporary in Ukraine – more pedagogical practices are included.

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