

# The Pedagogical Support for Preschool Children with Deviant Behavior

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The relevance of the research problems of pedagogical support of preschool children with behavioral problems is explained by changes due and of taking place in modern Russia in various spheres of life: ecological and economic disadvantage, social instability, the growing influence of pseudo –culture, unfavorable climate in family, too busy parents, etc. affect especially painful on the major part of the younger generation, determining the deformation of institutions of socialization. In these circumstances, there are serious prerequisites for the emergence of children’s deviant behavior, the causes of which are a variety of factors, from the social to the psychobiological. The purpose of the article is to describe the experience in the development and implementation of methods of pedagogical support of preschool children with behavioral problems. The leading method in the research is the modeling method, allows developing a methodology of pedagogical support of preschool children with behavioral problems. Methodology presented in the article includes target, organizational, substantive, procedural and efficient components, the totality of which is aimed at the prevention of behavioral response and stable behavior, promoting the exclusion situations complicating the process of socialization of children. The article may be useful in practical terms, for professionals and managers of pre-school educational institutions; additional education for professionals; for centers of training and retraining in the selection and training of the structuring of the content of pre-school educational institutions.

*Keywords:* deviant behavior, preschool children, educational support, methodology, model

## INTRODUCTION

### The relevance of the research

The changes taking place in modern Russia of various spheres of life, environmental and economic disadvantages, social instability, the growing influence

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of pseudo culture unfavorable climate in family, too busy parents, etc. impact especially painful on the major part of the younger generation, determining the deformation of institutions of socialization. In these circumstances, there are serious prerequisites for the emergence of children's deviant behavior, the causes of which are a variety of factors, from the social to the psychobiological (Khuziakhmetov, Shafikova & Kapranova, 2015; Mokeyeva, Zakirova & Masalimova, 2015; Shaikhelislamov & Shaekhova, 2014; Golubev, 2013; Kamalova, 2012). The forms of the deviant behavior are also varied: from minor offenses to socially dangerous acts.

The particular trouble is the reduction of "age limits" juvenile delinquency toward rejuvenation. Deviant behavior preschooler - one of the most urgent problems of modern society and is one of the leading causes consulting specialists to get psychological and pedagogical support. Behavior preschooler primarily associated with external actions, but in the prevention and treatment of deviant behavior cannot do without scientific basis of theoretical aspects and in-depth understanding of the issues. Diversifying research of the problem of deviant behavior of children at the preschool age and the research of the mechanism of social deviations shows that the determinants of deviation from social norms are, first of all, the level of morality, the development of public systems of social regulators of human behavior and shaped public attitudes toward values and morality.

The relevance of the problem of pedagogical support of preschool children with behavioral problems is confirmed by the Constitution and laws of the Russian Federation, the UN Convention on the Rights of the Child, federal state educational standards of preschool education and is determined by the need to pre-deviant diagnostics and timely prevention of deviant behavior of children in accordance with modern applicable requirements of the organization of training and education to children of the senior preschool age in the new socio-economic and legal conditions.

Based on the analysis of the factors we find causes and driving forces of the signs of deviant behavior in preschool children:

- impaired social microenvironment: too busy parents, incomplete family, distorted family values and social roles, poor parenting due to the low level of parental education, etc.;

- moral immaturity of the person: a negative attitude to the various types of social and communicative activity, the lack of socially acceptable behavior in socially important situations; instability of the motives, interests and needs, etc.;

- individual psychological characteristics: emotional instability, increased anxiety, impulsivity, poor social adaptation, accentuation of character, etc.;

- individual biological characteristics: family history various diseases, somatic ailments, general psychophysiological hypoplasia, and others.

The relevance of the problems associated with the importance of the implementation in practice of evidence-based pre-school educational support of preschool children with behavioral problems. The analysis of the scientific literature (Belkin, 1996; Vygotsky, 1956; Kochetov, 1986; Leontiev, 1992; Makarenko, 1993; Ovcharova, 2001; Slastenin, 2002; Feldstein, 1998; Shatsky, 1999 et al.; Zakirova, Gaysina & Zhumabaeva, 2015; Nasibullov, Kashapova & Shavaliyeva, 2015), a generalization of pedagogical experience determined that the problem of pedagogical support of preschool children with behavioral problems is at the stage of searching appropriate pedagogical mechanisms of its decision. Cognitive activity contributes to the development of preschool social reality, the development of emotional-need sphere of the child. But in modern communication and organization of behavior of preschool children certain errors are identified. The level of cultural behavior of modern preschoolers little corresponds to the needs of society and the state as a whole.

Consequently, the relevance of the research is due to:

- the increasing role of socially acceptable and approved behavior in terms of cultural development of society, the humanization of the educational process as a whole;
- inadequate solution to the problem of deviant behavior of children at the preschool age, associated with the necessity of a successful personalization and socialization in the society;
- significant weaknesses of methodological tools and scientific and methodological maintenance for pedagogical support preschool children with behavioral problems.

## **MATERIALS AND METHODS**

### **Research methods**

The research used the following methods: the study of legal acts and official documents on Russian education; theoretical and pedagogical analysis of the history about the problem of pedagogical support of preschool children with behavioral problems; terminological analysis of various kinds and sector of literature was used for explicated conceptual research sphere; modeling techniques are used to create educational support of preschool children with behavioral problems, organization of the research work and testing of the complex of pedagogical conditions; d) methods of diagnosis and prevention of pedagogical support of senior preschool children with behavioral problems (monitoring, sociometry method of problem situations, questionnaire, analysis of productive activities, participative methods); e) statistical methods of processing numerical data.

### **Experimental research database**

Experimental work was carried out on the basis of Municipal Budgetary Preschool Educational Institutions: "Crane" № 6, "Kristalik" №9, "Smile" №13 in Salekhard of Yamalo-Nenets Autonomous District.

### **Stages of the research**

The research was conducted in three stages:

- the first stage, the preparatory stage was devoted to analysis of the current status of the investigated problems in pedagogical theory and practice; It developed a program of research methodology;
- At the second stage - the formative stage, we developed and implemented the structural and functional model of pedagogical techniques to support preschool children with behavioral problems; conducted experimental work to verify the effectiveness of this model;
- At the third stage, the final one, we carried out systematization, interpretation and synthesis of the research results; refined theoretical conclusions; realized the process of registration of the results of the research.

## **RESULTS**

### **The structure and content of the model**

The Structural and functional model of pedagogical techniques to support preschool children with behavioral problems includes target (goals, objectives, aimed at preventing reactions and sustainable behavioral disorders of senior

preschool children and the promotion of the exclusion situations, complicating the process of socialization of children of the senior preschool age); informative (conative, information and cognitive, perceptual blocks) organizational (approaches, principles); procedural (methods) and effective components (criteria and indicators awareness of preschoolers of socio-approved behavior: social, behavioral, communicative). This model is aimed at preventing reactions and sustainable behavioral disorders and the promotion of the senior preschool children the exclusion situations complicating the process of socialization of children of the senior preschool age (Figure 1).

### **The terms of methodology of pedagogical support of preschool children with behavioral problems**

Pedagogical support of senior preschool children with behavioral problems depends on a complex conditions of educational space at preschool, which takes into account the content of informative and creative activity of preschool children, the social order of society and the possibility of socially oriented, gender-based and situational approach that includes: a) the use of pre-deviant diagnostic and prevention of deviant behavior of preschool children; b) the cultivation of human values and humane relations in the children's group; c) organization of participatory relations of subjects in the educational environment at preschool.

### **Stages of implementation of the model of the technique for pedagogical support**

The realization of this model implied the next stages of the research work:

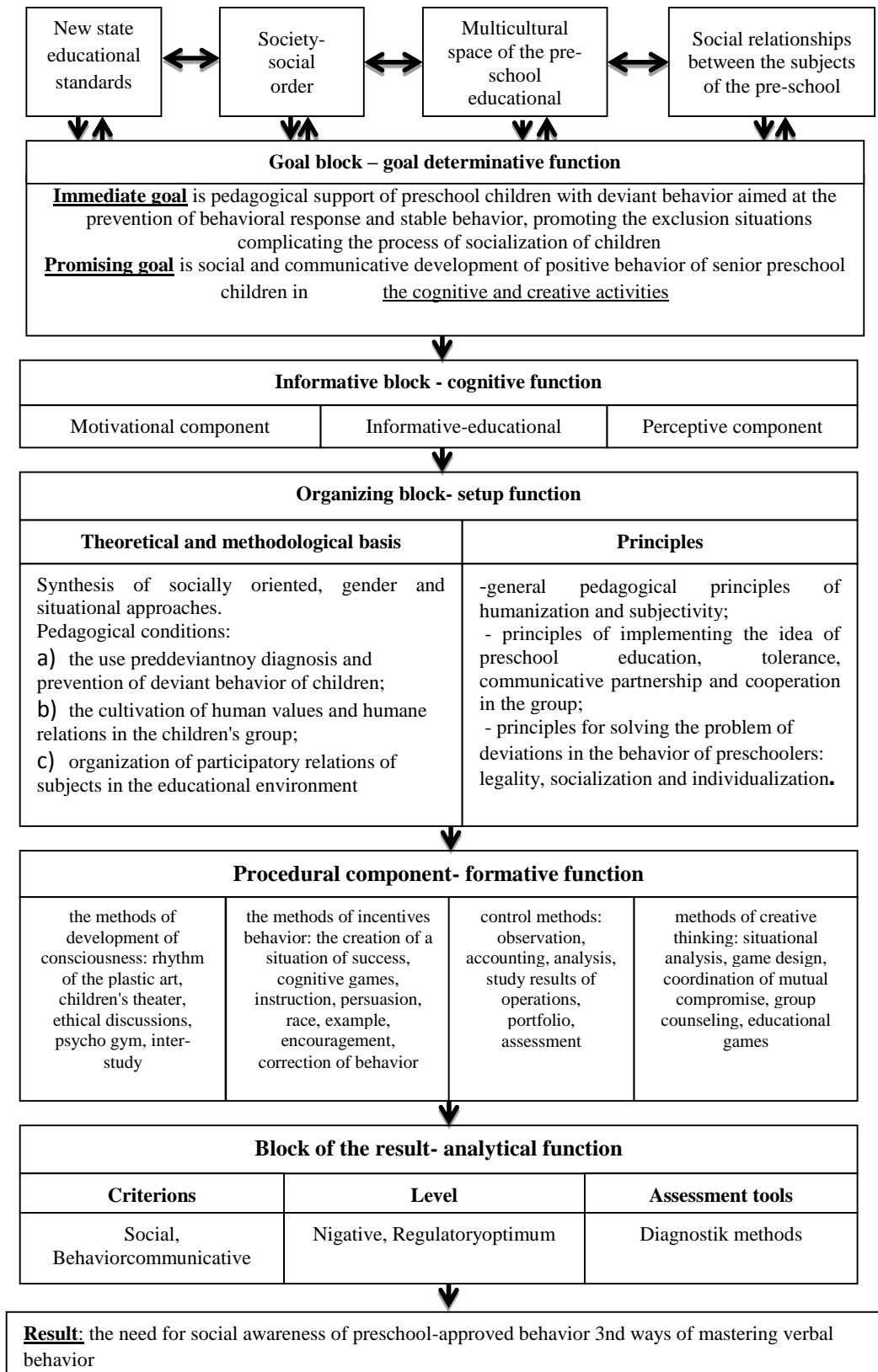
a) measuring the level of formation of this behavior by preschool children; b) implementation in the work of the conceptual foundations of preschool teaching techniques to support preschool children with behavioral problems; c) monitoring of behavior in preschool children after the formative stage of the work; evaluation of the implementation of the technique for pedagogical support of preschool children with behavioral problems.

#### *The preparatory stage*

Experimental research work carried out in the process of cognitive and creative activity of preschool children in the work of pre-school educational institutions

One hundred and eighteen participants took part in the research including 100 pre-school children (50 boys and 50 girls) and 18 teachers from the preschool educational institutions: "Crane" № 6, "Kristalik" № 9, "Smile" № 13 in Salekhard of Yamalo-Nenets Autonomous District.

Experimental data of the research for the preparatory stage of formation of the senior preschoolers of the social criteria are based on the use of: a method of free observation for the interaction of the senior preschool children in the process of cognitive activity and social activity; sociometric method of collecting primary information about the interpersonal relationships in small groups with a view to improving them, a game method to identify quantitative intensity and duration of the gaming associations of children in accordance with specific means of communication (see. Table. 2.).



**Figure1.** The model of technique for pedagogical support of preschool children with deviant behavior

**Table 1.** The set of criterion, indicators and methods for determining the level of behavior of senior preschoolers

Criterion	Indicators	Methods
Social	1) The formation of socio-approval activities; 2) The attitude to the moral norms and values; 3) The attitude to cognitive and creative activity.	Observation the interaction in the process of cognitive activity and social activity; Sociometry; Experimental game "Secret" T. Repin.
Behavioral	1) The level of self-esteem and self-control; 2) Stability of the interests and needs; 3) External culture of behavior.	Observation emotionally-conditioned and arbitrary behavior; The method of problem situations; Technique "Learning self-esteem and moral behavior" G.A. Uruntaevoy, Y. Afonkin.
Communicative	1) The nature the relationships between pupils in the group; 2) The manifestation of empathy and tolerance to each other in the group; 3) The general culture of communication.	Monitoring of progress and result of gaming activities; Technique "Pictures" E.O. Smirnova e.A. Kalyagina; Statistic analysis of the data.

**Table 2.** Comparative data of the developmental behavior levels of the senior preschool children according to the social criterion at the preparatory stage

Group	KG				EG-1				EG-2				EG-3			
	level	optimal	Norm.	neg.	Σ	optimal	Norm	neg.	Σ	optimal.	Norm	neg.	Σ	optimal	Norm	neg.
Number	0	6	19	25	0	6	19	25	0	4	21	25	0	6	19	25
Number %	0	24	76	100	0	24	76	100	0	16	84	100	0	24	76	100
Average score	14,08				13,12				12,92				14,24			

Formation of a behavioral test results of the senior preschoolers were reduced using the following diagnostic methods: the method of observation for the affective and arbitrary behavior in the course of joint activity and communication pupils of pre-school education; a method of creating problematic situations (real-practical, simulation and gaming and shareware verbal), in which a child under the strict teaching management makes a decision on the basis of his existing concepts and experiences guided and controlled by educator; technique " Learning self-esteem and moral behavior" G. A. Uruntaeva & Y. Afonkin (1995) in order to identify adequate or distorted self-esteem of the senior preschoolers (See. Tab. 3.).

Initial data due to the formation of communicative criteria of the senior preschoolers fixed by such diagnostic methods as: the method of monitoring of the progress and results of the game activities of the senior preschool children; procedure "Pictures" E.O. Smirnova and E.A. Kalyagin (1992), aimed at identifying the communicative skills of senior preschool children in the general scientific research in the intersection with peers (see. Tab. 4.).

**Table 3.** Comparative data levels of the senior preschool children's behavior according to the behavioral criterion at the preparatory stage

Group	KG				EG-1				EG-2				EG-3			
	optimal	norm	neg	Σ	optimal	norm	neg	Σ	optimal	norm	neg	Σ	optimal	norm	neg	Σ
Number	0	12	13	25	0	5	20	25	0	5	20	25	0	8	17	25
Number %	0	48	52	100	0	20	80	100	0	20	80	100	0	32	68	100
Average score	9,88				8,96				8,76				9,44			

**Table 4.** Comparative data levels of the senior preschool children's behavior according to the communicative criterion at the preparatory stage

Group	KG				EG-1				EG-2				EG-3			
	level	optimal	norm	Neg	Σ	optimal	norm	neg	Σ	optimal	norm	neg	Σ	optimal	norm	neg
Number	0	3	22	25	0	6	19	25	0	2	23	25	0	3	22	25
Number %	0	12	88	100	0	24	76	100	0	8	92	100	0	12	88	100
Average score	16,68				16,64				15,72				16,84			

Below data at the summative stage of research is presented (zero shear) according to the level of developmental behavior at the senior preschool age (see. Table 5).

**Table 5.** Comparative data of the behavior levels of the senior preschoolers at preparatory stage

Group	Number	negative		normative		optimal		average score of the level
		number	%	number	%	number	%	
KG	25	19	76,00	6	24,00	0	0,00	41,57
EG-1	25	20	80,00	5	20,00	0	0,00	39,45
EG-2	25	21	84,00	4	16,00	0	0,00	37,89
EG-3	25	22	82,00	3	18,00	0	0,00	40,51

At the preparatory stage it found that in all experimental groups cannot be traced the number of preschool children who are at an optimum level of behavior. On average, the level of 20.00% are senior preschoolers EG-1, 16,00% of preschoolers EG-2, 12.00% of preschoolers EG-3, and 24.00% of the subjects in the control group. Most preschool children have a low level of behavior, the number was: EG-1 - 80.00%, the EG-2 - 84,00%, EG 3 - 88,00 and KG - 76,00%.

### Formative stage

At the formative stage of the experiment the technique was realized in the preschool educational space, and also the conditions for its implementation:

a) the practice of pre-deviant diagnosis and prevention of deviant behavior of preschool children; b) the cultivation of human values and humane relations in the children's group; c) organization of participatory relations of subjects of the educational environment at preschool.

## **The content of the conditions of realization of pedagogical techniques to support preschool children with behavioral problems**

The first condition of the technique for pedagogical support of preschool children with behavioral problems is the use of pre-deviant diagnosis and prevention of deviant behavior of preschool children presented in the form of a modified program to ensure the prevention of diagnostic deviant behavior senior preschoolers.

The second condition technique for pedagogical support of preschool children with behavioral problems justified as the cultivation of human values and humane relations in the children's collective. In the context of teaching conditions, particular attention was paid to the co-creation of senior preschoolers, manifested through labor and cognitive activities, the organization of collective creative affairs, such as the kind of social events - "Our gifts to veterans", "Path of Health - our hands" (cleaning of recreational areas, making bird feeders, etc.), "Help our younger brothers" (courting a living area groups and others.).

As part of the pedagogical conditions, we also conducted a cycle of educational activities, including two related sections: "Ethics attitude to the thing around us" and "Ethics of relationships in the team," which are competitive, game programs and festivals (author-composer O.G. Mishanova, 2012). The cycle consisted of 16 events and used in joint activities with the teacher of children's groups specifically targeted for inclusion of preschool children in ethical dialogue with the macro- and micro society, a tolerant interaction, empathy perception of reality and the culture of communication and behavior of the senior preschool children.

The third condition technique for pedagogical to support preschool children with behavioral problems is a participatory organization of relations between the subjects of the educational environment at preschool that provides for the use of group and personal potential child involved in carrying out joint activities and respectful in making joint decisions. The tool performs a set of participatory methods based on the knowledge and taking into account pedagogical value and targeting of the following groups of methods: a) methods of development of consciousness of the senior preschool children (rhythm of plastic arts, children's theater, situation-role-playing games, ethical discussions, psycho gym, mutual learning); b) methods of stimulating behavior and activity (creating a situation of success, educational games, educational discussions, instruction, persuasion, contests, method of example, encouragement, correction of behavior); c) the development of creative thinking methods (method of situational analysis, game design, coordination of mutual compromise, the method of questions and answers, group counseling, educational games); methods of pedagogical support of the senior preschool children with behavioral problems: control methods (observation, recording and analysis, the study of the results of productive activities, portfolios, mutual control etc).

## **Experimental verification of the effectiveness of the proposed method of educational content to support children at the preschool age and the conditions for its implementation**

Results at the end of the research work and conduct control cut to the level of positive behavior of the senior preschoolers at the formative stage are presented in the Tables 6-9.

Data about social, behavioral and communicative criteria of levels of positive behavior by the senior preschool children at the formative stage (control section) of the research can be observed in Tables 6-8.



**Table 6.** Comparative data levels of positive behavior of the senior preschool children about social criterion at the formative stage (control section)

Group	KG				EG-1				EG-2				EG-3			
	level	optimal	norm	neg	$\Sigma$	optimal	norm	neg	$\Sigma$	optimal	norm	neg	$\Sigma$	optimal	norm	neg
Number	3	11	11	25	7	16	2	25	8	15	2	25	14	5	6	25
number%	12	44	44	100	28	64	8	100	32	60	8	100	56	20	24	100
average score	16,28				21,76				22,12				23,52			

**Table 7.** Comparative data levels of positive behavior of the senior preschoolers according to behavioral indicators at the forming stage (control section)

Group	KG				EG-1				EG-2				EG-3			
	level	optimal	norm	neg	$\Sigma$	optimal	norm	neg	$\Sigma$	optimal	norm	neg	$\Sigma$	optimal	norm	neg
number	4	11	10	25	13	8	4	25	12	11	2	25	15	7	3	25
number%	16	44	40	100	52	32	16	100	48	44	8	100	60	28	12	100
average score	11,6				15,6				15,88				16,68			

**Table 8.** Comparative data levels of positive behavior of the senior preschoolers to communicative criterion at formative stage (control section)

Group	KG				EG-1				EG-2				EG-3			
	level	optimal	Norm.	Neg.	$\Sigma$	optimal	Norm	neg	$\Sigma$	optimal	Norm.	neg	$\Sigma$	optimal	norm	neg
number	3	10	12	25	7	14	4	25	8	15	2	25	14	8	3	25
number %	12	40	48	100	28	56	16	100	32	60	8	100	56	32	12	100
average score	20,48				28,28				28,36				31,04			

Final analysis of the control section of the levels of development of positive behavior for the senior preschool children represented in the following table (see. Table 9.).

The data received by the results of the first introduction of the developed methods and conditions for its implementation, is the evidence of a significant increase in the level of behavior of preschool children, especially in the third experimental group, which was implemented methodology of pedagogical support for preschool children with behavioral problems when creating a set of identified

science-based pedagogical conditions. Senior preschoolers reached the optimal level of positive behavior compared with those of other groups.

**Table 9.** Comparative data levels of positive behavior for the senior preschool children at the formative stage (control section)

Group	Number	Negative		Normative		Optimal		Average score of the level
		Number	%	Number	%	Number	%	
KG	25	14	56,00	8	32,00	3	12,00	48,36
EG-1	25	3	12,00	16	64,00	6	24,00	65,64
EG-2	25	2	8,00	16	64,00	7	28,00	66,36
EG-3	25	2	8,00	11	44,00	12	48,00	71,24

## DISCUSSIONS

The issues of prevention for deviant behavior of juveniles have been the object of scientific attention but the available researches focus either on the study of problems of this kind of behavior in adolescence (Zhukova, 2001; Clayburgh, 1996; Kovalchuk, 2002; Kochetov, 1986; Kroshkina, 2009; Nevsky 1998 et al.), or in adults (Belicheva, 1999; Zmanovsky, 2003; Durkheim, 1995; Cohen, 1995, etc. ), while for the more effective prevention of deviant behavior should begin to solve these problems, beginning at the pre-school age . Recently, attempts have been initiated to single addressing various aspects of deviant behavior during the preschool years (Kuzchenko, 2006; Lebedev, 2012; Novick, 2013; Shepeleva, 2003 and others).

However, analysis of scientific research on this issue proves that they are only debatable.

## CONCLUSION

It was found that the methodological and technological support at the formative stage of the research makes it possible to organize the process of pedagogical support of preschool children with behavioral problems, which is a substantive and procedural features of the implementation of the conditions: a) the development and implementation of the diagnostic program to ensure the prevention of deviant behavior of children of preschool age, including relevance, purpose, objectives, stages of implementation and maintenance, providing methodological filling various forms, methods and means of providing educational support preschool children with behavioral problems; b) implementation in the educational environment of preschool organization cycle of educational activities that combine games, collective creative affairs, competitions and festivals, to bridge the gap between the moral consciousness and behavior of the senior preschool children, to fix the habit of a moral evaluation of their own behavior in relationship with other people, to form the optimal level of behavior in the process of perception, experience and awareness of universal values and humane treatment to himself, other people, their land, labor, academics, family, nature, collective; c) the use of the variety of participatory methods, including special emphasis on methods rhythm of plastic art, psycho-gym , game design and portfolio actualizing development of consciousness of the senior preschool and cognitive-creative thinking in a group of interaction.

The matter of the article may be useful in practical terms, for professionals and managers of pre-school educational institutions; additional education for professionals; for centers of training and retraining in the selection and training of the structuring of the content of pre-school educational institutions.

At the same time, we note that the research opens up other possibilities to create and realize of techniques for pedagogical support of preschool children with behavioral problems, namely: the development of alternative methods of diagnosis and pre-deviant prevention of deviant behavior of children's senior preschool; specification of criteria and indicators for determining the level of development of positive behavior in the senior preschool children; deepening of methodical and technological support for pedagogical support of preschool children with behavioral problems with the realization of the principle of continuity in the transition of preschool children at the primary level of schooling and education.

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