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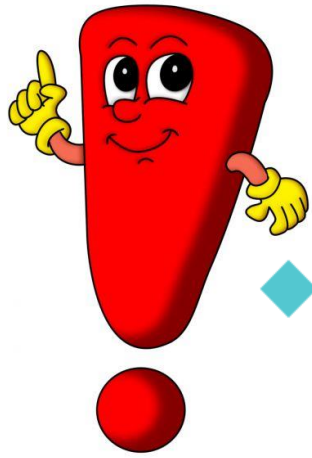
**The development of social-safe
behavior's skills of the preschool
age children (6-7 years)**

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- ◆ The "Concept of formation of culture of health and safety" of the Russian Federation is represented by technology of safety culture. This is a set of cultural and information actions aimed at the development of behavioral motives and the qualities of the person of the safety type that can take safe decisions in everyday life and professional activities.





Skills must be:

- ◆ typical of most dangerous situations in the life or the nature or streets of the city;
- ◆ meet the age characteristics of the children of the preschool age.

Purpose of the research

- ◆ Development of the integrative educational technology for the formed of the skills and social-safe behavior in older preschoolers

Hypothesis

Formation of the skills of social-safe behavior in older preschool children will be successful if:

- ◆ We characterize the theoretical position of the safety of human life;
- ◆ Engineered and tested experimentally integrative model of social skills-safe behavior based on the age characteristics of the preschool children;
- ◆ Integrative pedagogical technology activates the psychological mechanisms of skills of the social -safe behavior in older preschool children.

Ascertaining experiment



Objects:

- To determine the levels of formation of the skills of the social -safe behavior;
- To form the experimental and control groups to further organize the study.

Experimental work

- ◆ Experimental group – 25 children
- ◆ Control group – 25 children

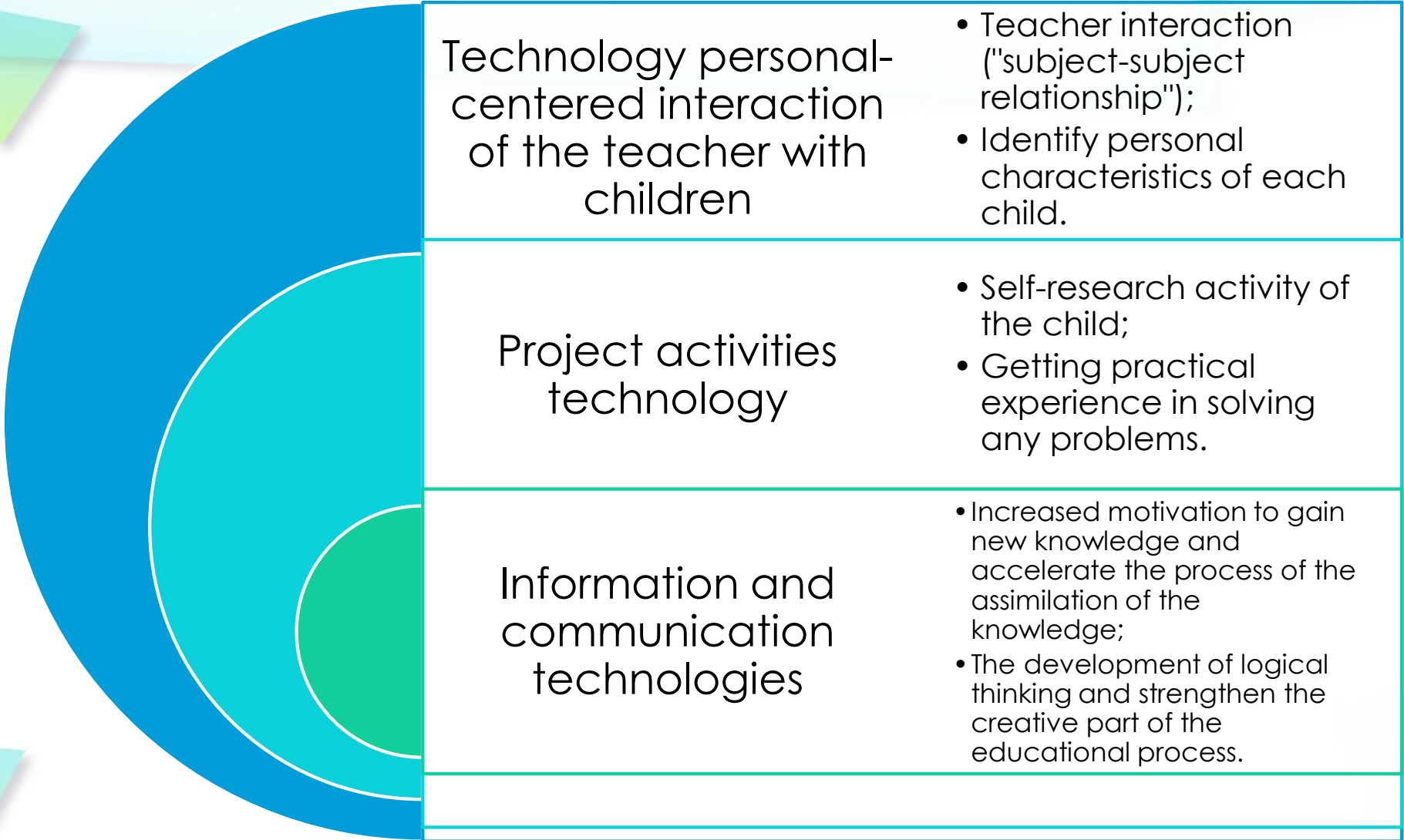


Formative experiment

- ◆ The formative experiment was an experimental work on the formation of the skills of the social -safe behavior.



Experimental formative program



Technology personal-centered interaction of the teacher with children

- Teacher interaction ("subject-subject relationship");
- Identify personal characteristics of each child.

Project activities technology

- Self-research activity of the child;
- Getting practical experience in solving any problems.

Information and communication technologies

- Increased motivation to gain new knowledge and accelerate the process of the assimilation of the knowledge;
- The development of logical thinking and strengthen the creative part of the educational process.

Control experiment



Objects:

- To identify the impact of the implementation of psychopedagogical model of the formation of the skills of the social-safe behavior of the senior preschool children;
- State the access of children of the experimental group at the end of the preschool age in the formation of a high level of the skills of social-safe behavior

Results

All results were subjected to mathematical treatment in the statistical program SPSS version 11.5 for Windows.

Methods:

- Non-parametric Mann-Whitney test;
- Wilcoxon test.



Table 1: Differences in the rate (risk) in the experimental and control groups before conducting the forming experiment (summative study).

№	Indicators	Mean		The reliability criterion	
		Experimental group	Control group	U-Mann-Whitney	Significance level
1.	natural phenomena	2,08	2,12	300,0	$P > 0,05$
2.	animals	2,12	2,28	262,5	$P > 0,05$
3.	plants	2,12	2,16	300,0	$P > 0,05$
4.	gas, water	2,24	2,20	300,0	$P > 0,05$
5.	fire, appliances	2,32	2,28	300,0	$P > 0,05$
6.	strangers	2,08	2,04	300,0	$P > 0,05$
7.	transport	2,64	2,52	278,0	$P > 0,05$
8.	strangers	2,36	2,28	287,5	$P > 0,05$
9.	Motivation of the safe behaviour	2,12	2,12	312,5	$P > 0,05$

$P \leq 0,05$ there are values
 $P > 0,05$ no values

Table 2: Differences in the rate (risk) in the experimental and control groups after the formative experiment (control study).

№	Indicators	Mean		The reliability criterion	
		Experimental group	Control group	U-Mann-Whitney	Significance level
1.	natural phenomena	3,60	3,20	210,0	$P \leq 0,05$
2.	animals	3,72	3,28	193,0	$P \leq 0,05$
3.	plants	3,52	3,24	238,0	$P > 0,05$
4.	gas, water	3,68	3,24	200,0	$P \leq 0,05$
5.	fire, appliances	3,76	3,28	181,5	$P \leq 0,05$
6.	strangers	3,72	3,12	161,0	$P \leq 0,05$
7.	transport	3,76	3,28	172,0	$P \leq 0,05$
8.	strangers	3,68	3,28	204,5	$P \leq 0,05$
9.	Motivation of the safe behaviour	3,60	3,28	235,0	$P > 0,05$

$P = 0,01$ there are values

$P \leq 0,05$ there are values

$P > 0,05$ no values

Table 3: Dynamics of changes of indicators in the experimental group before and after the formative experiment on the test Wilcoxon

№	Indicators	Mean		Significance level
		Before	After	
1.	natural phenomena	2,08	3,60	$P \leq 0,05$
2.	animals	2,12	3,72	$P \leq 0,05$
3.	plants	2,12	3,52	$P \leq 0,05$
4.	gas, water	2,24	3,68	$P \leq 0,05$
5.	fire, appliances	2,32	3,76	$P \leq 0,05$
6.	strangers	2,08	3,72	$P \leq 0,05$
7.	transport	2,64	3,76	$P \leq 0,05$
8.	strangers	2,36	3,68	$P \leq 0,05$
9.	Motivation of the safe behaviour	3,12	3,60	$P \leq 0,05$

$P = 0,01$ there are values
 $P \leq 0,05$ there are values
 $P > 0,05$ no values

Conclusions

- ◆ Comparative analysis of the studied parameters in the experimental group before and after forming the dough Wilcoxon experiment showed the presence of significant changes in all indicators (skills).





- ◆ The work done in the experimental group, gradually prepared the preschool children for successful mastering of skills.
- ◆ Most of the preschool children in the experimental group, by the end of the experiment has reached a high level of formation of the skills of the social-safe behavior.