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## **FORMATION OF POSITIVE SOCIALIZATION AMONG LEARNERS WITH SPEECH DISORDERS**

**Abstract.** The article discusses the current state and prospects of functioning of the innovative platform of the Federal Institute of Education Development (FIED of the Ministry of Education and Science of the Russian Federation) opened on the base of a boarding school. It also substantiates the social significance of the problem of “formation of positive socialization of learners with severe speech disorders”. The goals of the educational organization development program (education and socialization of students) are specified. The authors describe a new component of upbringing adequate to the problem under solution (via the triad “What? – How? – What kind of?”). The article specifies the content of the phenomenon of “upbringing” as a method of social intervention in the process of human socialization. The authors offer innovative instrumental content of professional-pedagogical activity (social intervention) of teachers and parents in the process of socialization of students and pupils for discussion. The study determines the objects and subjects of social intervention: children and parents (family). The novelty of the proposed scientific, methodological and instrumental support for educational work (intervention on socialization, evaluation, measurement and fixation of the student’s social status) has been proved. The article provides a description of the effect of the implementation of innovations for students, teachers, managers and parents. It suggests new terminology of special pedagogy and specifies such concepts as “actor”, “action”, “temporary standardization of the content of socialization,” “innovation,” “innovate,” “patriotism,” “act,” “socialization,” “social intervention”, and “methods of activation of the participation of parents in socialization of children”.

**Keywords:** actors; logopedics; children with speech disorders; severe speech disorders; socialization of children; monitoring; patriotism.

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### **The tasks of the innovative platform**

Under the Federal Law "On education ...", our institution (Chelyabinsk Special (rehabilitation) General Education Boarding School for Children with Disabilities (severe speech disorders) № 11) functions in accordance with the Development Program for the period up to 2018.

We believe that the general goal of the program of *development* of any education institution [11] consists in the *development* (improvement of quality and variety) of educational and social competences of learners. As a matter of fact, any education institution is created in order to educate and socialize persons who are taught and brought up in it, and two processes are organized with this end in view: education and upbringing. Our research suggests that education prepares a person for activity, and upbringing – for action [1; 7; 8; 9; 10; 12].

The following two tasks should be completed in order to reach the general goal of the Program:

1) *improvement of effectiveness of*

*the socializing activity of pedagogues in the area of formation of positive behavioral competences of students;*

2) *implementation of innovative technologies of socialization alongside realization of educational programs of preschool<sup>1</sup>, general, special and supplementary education.*

As long as the realization of these programs brought about the necessity to look for their instrumental support, we sent an application to the Federal Institute of Education Development (FIED of the Ministry of Education and Science of the Russian Federation) with the request to open a Federal innovative platform on the base of our education institution headed by B. V. Belyavskiy [1].

The purpose of our innovative activity was defined as *design and implementation of the instrumental support for the formation of the positive social competences in pupils and persons under care (including preschool age children).*

The scope of our innovative activity covers the process of socialization of pupils and persons under

care. It is necessary to underline that we have innovated in several directions at once, and one of them consists in innovation of the process of upbringing with special accent on *socialization*. Then we specified the object of innovations by focusing on *the instrumental support for the formation of the positive social competences* in our pupils and persons under care.

Such interpretation of innovative activity is substantiated by our understanding of the exceptional **social significance** of the project. We proceeded from the importance of such normative documentation as: 1) “Development Strategies of Upbringing Children for the period up to 2025”; 2) Federal Law “On Education in the Russian Federation” (Articles 44, 89, 97) [5]; 3) FSES for SSE; 4) “Civil Society Development Strategies in Southern Urals”; 5) State Programs of December 30, 2015 № 1493 “Patriotic Education of the RF Citizens in 2016-2020”.

It should be emphasized that the social significance of the project also rests on the necessity to overcome the “collapse of values” [14], about which President Putin spoke in his Presidential Address on December 12, 2012.

#### **Problem under solution**

In the Presidential Address mentioned above, V.V. Putin also speaks about the need to create *an up-to-date upbringing component*

[14] in each education institution [1; 13].

The problem of its design consists in the fact that in the present society and, consequently, in education, there is, first of all, no clear concept of the standard content of socialization, i.e., there is no normative response to the question: *What is to be brought up?*<sup>2</sup>, and, second, there is no answer to the question: *How should socialization be measured and evaluated?*<sup>3</sup>. Meanwhile, the creation of the new upbringing component presupposes “implementation and efficient usage of new information services, systems and *technologies of upbringing and socialization* of children and teenagers” [13, p. 12] (*italics added — N. V., S. M.*).

That is why we believe that the innovative *upbringing component* should have standard answers to the following standard questions:

- 1) What values (social competences) are to be brought up (formed)?
- 2) How are we to do it: a) adequately (to challenges), b) economically (taking into account the current socio-economical conditions), c) operationally (ensuring comfortable *for the pedagogues, children and parents* social intervention in the socialization of all the subjects of the socialization-educational process)?
- 3) How to record increase/decrease of positive socialization?

These questions may be supplemented with the following explanations.

To answer the first question is to define the *standard complex of social competences*, i.e. *the standard content of socialization*. President Putin has already standardized *responsibility, public spirit and spiritual values* calling them the main properties of the Russian citizen, therefore the choice of the standard content of socialization should be carried out, first, proceeding from the “spiritual links”, named in the Presidential Address of December 12, 2012; second, – from the competences designated in the State Program “Patriotic Education of the Citizens ...” (30.12.2015).

Nevertheless, until such standardization has been accomplished by the Ministry of Education and Science of the Russian Federation and the Russian Academy of Education, we suggest, drawing on Articles 44, 87 and 97 of the Federal Law “On Education in the Russian Federation” [5], *a variant of provisional standardization of the socialization content: standard competences can be determined for each concrete group of learners (persons under care) on the basis of the social order of the learners themselves and/or their parents*<sup>4</sup> [1; 3; 7].

To answer the second question is to standardize the methods of social intervention in the socialization of the learners (persons under

care), i.e. the forms, methods, techniques and means of upbringing; to systematize all the methods available, and on this basis to create albeit provisional (temporary but standard) taxonomy (classification) of the means of upbringing. We have already tried to carry out standardization based on *what the child should now, what he should be able to do and how he should act in reality* [1; 2; 7].

To answer the third question is to standardize the procedures, forms and instruments of recording (assessment) increase/decrease of manifestation of the positive social competences. And in this case, our act theory is the basis for designing instrumental support [9].

We have long been defending our own point of view that the new “upbringing component” should be able to answer three questions: “What?”, “How?” and “What kind of?”. And all interested parties – the child, the parent, the pedagogue and the state – should get answers to these questions [10].

Not once have we noted [7; 13] that the current “upbringing component” in schools, kindergartens and similar institutions predominantly answers the question “How?” and finds its reflection in *the plan of pastoral work in the form of a list of events over a certain period*. We suggest answering the questions “What?” and “What kind of?”. So we offer instruments

to fill these gaps (1) *what we are to bring up*, and 2) *how we should record socialization*), and this is what the novelty of our project consists in.

**Scientific and practical significance of our innovations**

Approbation of the instrumental support for the formation and assessment of the positive social competences, such as “responsibility”, “public spirit”, “passionarity”, “patriotism”, “readiness to defend” and other “spiritual links” will result in:

- systematization of the content and organization of upbringing to solve local and global problems of the “value-related and demographic crisis” (V.V. Putin) [14];
- improvement of manageability of socialization in the education institution and family;
- enhancement of reliability of the information obtained;
- improvement of efficiency (on the background of labor costs economy) of the pedagogical staff;
- improvement of effectiveness of management of the competence of the staff.

**Target groups (audience)**

Within the framework of innovating, we have also identified the objects of social intervention proceeding from the fact that without the family’s participation (that of the parents), the effectiveness of the pedagogical intervention only (form tutors, social pedagogues and psychologists) goes down [2; 15]. Therefore the intervention should be aimed at two objects simultaneously:

- 1) family (parents)<sup>5</sup>;
- 2) social group inside the education institution (group, class, section, circle, social movement, detachment, team, etc.).

And the dual intervention should be supported by proper pedagogical instruments.

**Instrumental innovation support**

We carry out approbation (Table 1) and design (Table 2) of two groups of instruments at our innovation platform:

- 1) social intervention (influence, interaction);
- 2) record of increase/decrease of manifestation of social competences.

**Table 1.** Approbation instruments

Name of procedure	Purpose of procedure
Choice of socialization content (CSC)	ensures choice of referent group competences fixing the social order of children and/or parents [7; 12]
Socialization assessment (SA)	supports mutual assessment (record of actions) of the qualities of each member of the group [7; 12]

**Table 2.** Design instruments

Name of procedure	Purpose of procedure
Video-self-teach (video-didactic-intervention)	ensures quick change of the vector of the child's and/or parent's socialization [4]
Socialization lesson	ensures expansion of concepts about positive competences (ways of positive behavior)

### **Innovation effects**

For over a decade since the start of innovations in the social environment of the boarding school, we have witnessed changes in the manifestation of the positive social competences in families, social groups (classes, circles, sections and other unions), in adults and children, and this information has found reflection in our publications [1; 2; 4; 6; 7; 9; 10; 12].

Innovations bring about positive changes in the following objects:

*First object* – “*pedagogue*”. All actors<sup>6</sup> have an opportunity to optimize their activity having acquired and implemented the economical, adequate and operational instruments: a) a set of methods of intervention in socialization of learners (persons under care) and its assessment; b) inclusion of learners and parents in the process of socialization (in particular, in the procedures of (1) choice of socialization content and (2) assessment of socialization); c) getting reliable information about the state of socialization of the learners (persons under care); d) informing learners and parents.

*Second object* – “*learner*”. The learners take part in the expert selection of the qualities referent for

them within the framework of formation and formulation of the social order for the pedagogical staff and management of the boarding school. The selected qualities actually serve as the qualities of the desirable social environment. This description is formulated by the learners, and therefore is accepted by them as comfortable, as it has not been imposed on them from the outside, for example, as it traditionally happens, by the pedagogues (adults). In social groups (*parents of preschoolers and schoolchildren, persons under care of the preschool department, learners of the schooling age*) there forms an intention to turn this description<sup>7</sup> into reality, into creation of comfortable social space by common effort. It is this fact that allows creating adequate conditions for receiving and comfortable appropriation of the content of general education.

The learners (persons under care) master various methods of activity. And all these new methods of social interaction and mutual intervention are accompanied by application of concrete instruments: (a) acquisition of positive social competences; (b) mutual intervention and assessment; and (c) indi-

vidual (group) socio-educational projects.

*Third object – “manager”.* The boarding school management receives an opportunity to collect a database about 1) the social order of the learners (persons under care) and parents; 2) socialization of the learners (persons under care) and adults (pedagogues, parents); 3) the complex of the instruments to analyze effectiveness of educational-socialization technologies (in particular, social projects); 4) special programs of in-service training (within the framework of methodological activity in the education institution).

*Fourth object – “parent.* Today, the parent is excluded from the education process. And this happens so because of a methodological mistake, when education is defined as *upbringing and academic training*. This means that both are in the sphere of responsibility of the education institution only. In reality, if we separate education<sup>8</sup> and socialization, we will see that the parent cannot take part in education (academic training) but is obliged to participate in socialization (upbringing) (in accordance with the Federal Law “On Education in the Russian Federation”, Article 44). But as long as the parent is not included in the process of socialization<sup>9</sup>, he remains to be an observer from the outside, a spectator, and even a strict critic of the pedagogues, saying: “*You are paid for it! Now go*

*and bring them up!*” And this parents’ position transforms itself into the position of the whole society in relation to the system of education as a whole. There emerges a contradiction – the contradiction between “they” and “we”. And it should be resolved by involving the parents in the socialization-educational process.

Much of what has just been said can be found in the existing scientific research [1; 2; 3; 4; 7; 8; 9; 10; 11; 12], but in addition to this, we are ready to demonstrate the methods of *activation of the parents’ participation*:

1) in the formation and formulation of the content of socialization of the learners;

2) in the assessment of socialization of their children in the education institution and family;

3) in realization of projects in a) the institution, b) the family, and c) other social environments;

4) in taking well-grounded parents’ decisions (*on the basis of assessment results (n. 2 — see above) of the actual social status of all members of the social group of peers*) on the basis of socialization of their child on the whole and for each competence separately.

#### **Preparedness of the pedagogical staff for innovative activity**

As long as we have outlined the distinction between the two parallel processes (*see above*), the pedagogical staff should be by all means

well-prepared for participation in the process of both (a) educational and (b) socializational innovating<sup>10</sup>.

The new social order [5; 16] orients the pedagogue towards initiation of positive behavior (action), therefore the pedagogue should be equipped with instruments to assess this socio-educational object. As we know, a complex of actions is a characteristic of socialization. Without measuring this educational object, without its assessment and recording, the pedagogue acts "at random", i.e. he does not possess enough of the necessary information to make organizational-pedagogical and managerial decisions, and to realize pedagogical and/or social intervention in the process of socialization of a group of learners and of each learner in particular.

To fill this gap, beginning with 2006, we have organized in the boarding school a series of trainings for the pedagogical staff on acquisition of new methods of social intervention [6; 7; 10; 12], upbringing (tables 1 and 2), influence and assessment.

### **Significant results**

Design and verbal description of the model of the new "upbringing component" in the boarding school was the main result of activity of our innovative platform. All the constituents of this model are stage-by-stage equipped with instrumental support, and the pedagogues receive various instruments reducing their

labor costs and increasing the effectiveness of their pedagogical intervention (interaction).

Thus, the answer to the question: "What are we to bring up?" is supported by the procedure of "Choice of socialization content". The answer to the question: "How are we to bring up?" is supported by the procedures of 1) «video-self-teach», 2) "socialization sessions *homeroom* of three types", 3) «audio-self-teach», 4) «images-self-teach», 5) "project method"<sup>11</sup>. The answer to the question: "What is the level of socialization?" is supported by the procedure "Socialization assessment".

Thus, the problem, for the solution of which our project has been initiated, is being solved via supplying each constituent of the institutional "upbringing component" with proper instruments. This process is slow and presupposes expert assessment of each new instrument, its approbation and only after that – its standard setting and standardization at each new stage of development. This process takes place at the institutional level at our boarding school only, but we would like to offer this algorithm to our colleagues. We will provide now an example of organization and content of work on assessing patriotism of the learners.

### **Assessment of the pupils' patriotism**

We have paid special attention to patriotic education of young peo-



ple beginning with 2016 in connection with the adoption of the government of the Russian Federation of the state program “Patriotic Education of the RF Citizens in 2016-2020” on December 30, 2015. The government believes that the implementation of this program should increase the manifestation of *patriotism*<sup>12</sup> of the citizens and, specifically, our learners (persons under care) by 8-10%.

We have worked out new instruments for measuring increase of patriotism in our learners (persons under care). The instruments include an expert sheet (table 3) and a form for recording the results of expertise.

All learners and all parents<sup>13</sup> take part in evaluation of the pupils' qualities named in the expert sheet. The newly obtained results are compared with the ones recorded in autumn – in 2016 and 2017. This comparison allows recording the change (increase or decrease) in the manifestation of positive social

competences [3; 4; 11]. Evaluation is based on the number of actions [9], and quantity, as we know, turns into quality, in the increase of the quality manifestation and/or a competence of a higher social status: for example, from *punctuality* to *discipline*; from *discipline* to *responsibility*.

And even now we can carry out primary analysis of our innovations, make conclusions and managerial decisions adequate to the completion of the social order of our priority partner – parents.

In the 2017/2018 school year, we plan to undertake expert evaluation of the increase (decrease) of patriotism manifestation in the pedagogues and all pedagogical workers, as well as the parents. We would like to offer this methodology to parents for family usage. We believe that each parent is interested in their child's readiness to “respect”, “defend” and “create” (table 3 and note 13).

**Table 3.** Expert sheet form for assessment of patriotism

**Expert sheet**

Dear \_\_\_\_\_  
(first name, family name)

You are expected to give voluntary assessment of manifestation of the qualities of the children with whom you communicate. You are asked to write the evaluation score of **manifestation** of each quality (column 2) for each of your **peers**.

Write in rows 1–3 (qualities: boys; girls) in columns 3, 4, 5, 6, 7 etc. the **score — from 1 to 10**, reflecting your subjective opinion about the manifestation of each quality in each person. If you are **not** sure, put the sign «-» in the corresponding cell.

**ATTENTION!** The score should reflect the number of **actions** in which the quality was manifested **with relation to you**.

№№	Qualities (social competences) of the boys	First name, family name													
		3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	created (did something)														
2.	expressed respect														
3.	defended														
№№	Qualities (social competences) of the girls	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	created (did something)														
2.	expressed respect														
3.	defended														

**Scaling, prolongation and perspectives of innovations**

We see our task in the organization of the pedagogues' and the

parents'<sup>14</sup> acquisition of the procedures included in our *new upbringing component*. Lessons for pedagogues and parents are basically

held in the form of practical sessions on mastering innovative methods of social intervention<sup>15</sup>.

The methodological and didactic materials on creation of conditions for development of the positive social competences in the learners (persons under care) and for assessment of their socialization that have passed practical test within the framework of innovation activity may be used in design and realization of the socialization-educational process in the educational programs of preschool, general, special and supplementary education.

On this basis, the Pedagogical Council adopted the decision to orient the pedagogues (primarily form mistresses and tutors) and the boarding school management towards shifting the stress in pastoral activity onto the formation of social (civil, patriotic and passionary) competences of the learners, pedagogues and parents adequate to the modern socio-economic and geopolitical situation.

### Notes

1. Preschool department has been functioning at our institution since 2012.

2. In the Soviet society, such standard content of socialization was defined by the Moral Code of the Builder of Communism, in religion – by Christian commandments, in Confucianism – by traditions, in Zen Buddhism – by Bushidō, etc.

3. Now, in connection with implementation of the state program “Patriotic Education ...”, this question has become even more urgent and has taken the form “How are we to assess patriotism?”

4. Schoolchildren can and should take part in the expert selection of the positive competences. The parents can also be engaged to selection so that they might compare their choice with that of their children. As far as preschool children are concerned, the choice of the desired qualities (competences) is the responsibility of the parents. And, perhaps, of other adults. This is in compliance with Article 44 of the Federal Law “On Education ...”.

5. The shift of stress towards work with the family may allow activating the parents’ participation in the process of socialization and upbringing.

6. We think it irrelevant to use the posh word “igrok” (Russian for *player*) to refer to a participant of socio-political activities. Because the politicians do not play cards or draughts – they decide the fates of peoples and countries. And as long as we do not *PLAY games* but honestly bring up young people, it would be more appropriate to refer to ourselves using the words “subject” or “actor” – people who exercise influence or take part in interaction. An actor is a person who performs useful action. It is derived

from the word “**activity**” and denotes a person who performs some kind of action. Actors include pedagogues, psychologists, logopedists, doctors, sociologists, managers, and technical staff.

7. Let us once again stress that this description was suggested by the children themselves and by their parents (the CSC method – *see*: Table 1). And, as long as it has not been imposed from the outside but goes kind of out of the social group, it is treated by the members of this referent group as personally significant. In this way we create positive motivation (D. N. Uznadze) towards positive behavior and positive actions. We believe that this is *the provisional, historically concrete, standard content of socialization figured out on the basis of consensus between all participants of the socialization-educational process*.

8. The parent’s participation in the education process is possible but limited. For example, the professional activity of a parent may serve as a certain illustration to the program topic of the lesson. As far as the child’s (teenager’s, young boy’s, young girl’s) socialization is concerned, the parents intervene in it from the very childhood until the child is within their reach. The method of intervention is called education. A similar method is also used in the professional activity of the pedagogue. Thus, we have the

process on one side of which we observe the specialist, and on the other – a lay person. One of them is effective, the other is not. What is more, in the present situation, the parent may also perform active counteraction thus lowering the effectiveness of the professional. And the contradiction consists in the fact that there is no instrumental support for the parents’ inclusion in the socialization process. The contradiction is also present at the methodological level when we unite “upbringing and academic training” within the category of “education”. And the Federal Law “On Education ...” (Article 44) guarantees the parents a prerogative in upbringing and education of their children. But this right is not supported instrumentally, and it cannot be realized without support. It is these contradictions that we tried to resolve with the help of our procedures (S. G. Molchanov).

9. By the way, it is also inability to realize the widely declared principle of openness.

10. Innovation may be defined as implementation of new methods of professional-pedagogical activity in practice.

11. Procedures 1 and 2 have been approbated, procedures 3, 4, 5 are still being approbated.

12. We interpret patriotism as the presence and manifestation of patriotic competences (“defend, create, respect”) recorded in the form of

quantity and quality of such actions of the person in relation to the members of the social group in which the given competences are primarily expressed.

13. As far as preschool children are concerned, in this case assessment is performed by the parents but “through the eyes of the children” [12].

14. We offer holding socialization lessons with the parents of our institution and, if possible, with the parents-activists of other education institutions of our region. This proposition has been made by the parents’ regional movement “Union of School and Family”.

15. The term “social intervention” was borrowed from the works of the French sociologist J. Ladseou. We agree with his position that education is a method of intervention in the process of person’s socialization.

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