

Social Adaptation of Children of Preschool Educational Schools

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Abstract

In this monograph, the emergence of the need to prepare students of the "Preschool Education" direction for socio-pedagogical activities, the essence and priority principles of this process, the content of the preparation of the future teachers of the "Preschool Education" direction, the educational activity the role of classes in preparing future educators for socio-pedagogical activities, as well as the possibilities of preparing students for socialization of children in preschool education organizations outside the auditorium are highlighted. Particular attention is paid to the analysis of the formation of the skills of providing socio-pedagogical support to families in the students of the "Preschool education" course.

Keywords: Preschool Education, Pedagogy, Methodology, Child, Social Adaptation, Technology.

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INTRODUCTION

In the Republic of Uzbekistan during the years of independence, under the influence of fundamental social changes and new social relations, pedagogical thinking was renewed. As a result, the subjects of the pedagogical category have been improved in terms of content, and the teaching of new subjects has been started. In particular, "Pedagogical technology" and "Social-pedagogy", "Social adaptation of the child" in pedagogical higher education institutions. The teaching of such educational subjects created the possibility of forming creative abilities and social activity skills in future teachers. The final result of the implemented large-scale educational reforms is "... To raise people who realize their own value, have a strong will, have full faith, and have a clear goal in life, including children in pre-school educational organizations" "Social-pedagogy", "Social adaptation of children" educational subject has great opportunities.

At the same time, practical efforts are being made to prepare students for organizing socio-pedagogical activities on the basis of this science in pedagogical higher educational institutions and to prepare children for social activities in preschool educational organizations.

THE MAIN RESULTS AND FINDINGS

Pedagogical activities aimed at studying social problems and finding their positive solutions are complex in scope and are organized in several directions. Ensuring the adaptation of the person to social relations; adapting the child to preschool education organizations, working with children deprived of parental care and care; Conducting

preventive work among children and adolescents who show deviations from the norm, as well as consume alcohol and drugs, is an important area of social and pedagogical activity.

Preschool education organizations, as one of the social institutions, play a special role in adapting children to social life, protecting them from various negative social influences, preparing them for school education, and preventing psychological stress. In these institutions, educators play the main role in the socialization of children. The fact that future educators have thorough theoretical and practical knowledge of adapting children of preschool age to social life will allow them to achieve the expected result. Preparing students for social-pedagogical activities in various directions, including "Preschool education" in higher educational institutions of pedagogy, and adapting the child to social life in preschool educational organizations with this activity is considered a specific urgent problem, and its solution finding helps the young generation to mature in all aspects.

The preliminary study of the problem from the theoretical and practical point of view showed that preliminary experiences have been collected on the preparation of students of the "Preschool education" direction of higher educational institutions of pedagogy for socio-pedagogical activities. However, higher education institutions have a number of tasks that need to be solved in this way. In our view, they are:

- creation of the necessary pedagogical and methodical conditions that help to effectively teach the subject of "Social-Pedagogy, Child's

Social Adaptation" in the direction of "Preschool Education" of higher educational institutions.

- pedagogues decide on a technological approach to the process of preparing students of "Preschool Education" for socio-pedagogical activities.
- Formation of the skills to correctly understand and evaluate the nature of socio-pedagogical activity, its socio-national importance and positive results in students of the "Preschool education" direction.
- establishing mutual cooperation between educational institutions and relevant social organizations in preparing students for socio-pedagogical activities, etc.

The positive solution of these tasks not only guarantees the achievement of high results in the preparation of students for socio-pedagogical activities and the social adaptation of the child in higher educational institutions of pedagogy, but at the same time, it allowed partial and full resolution of a number of social relations that are visible in the society. were

The reforms carried out in the Republic of Uzbekistan during the years of independence ensured the fundamental renewal and enrichment of the educational system. Taking into account the social changes taking place in the society, the introduction of teaching a number of new academic subjects created an opportunity to educate a person in accordance with the requirements of the time and bring him to adulthood. The rapid development of science, technology and technology, the improvement of household living conditions, the convergence of rural and urban life, the ever-expanding scope of the negative impact of man on nature, the improvement of information and communication, as well as computer and sophisticated technologies. The priority of service in various spheres of social life causes both positive and negative situations in personal relationships. Unhealthy lifestyle (addiction to alcohol and drugs, irregular sex life), deviant behavior, social irresponsibility, etc. can be cited as negative situations.

To prevent such negative situations, it is advisable to organize large-scale social activities among the population, including young people. At this point, the educational subject "Social adaptation of children" taught in pedagogical higher education institutions has a great role in raising a mature and well-rounded person in all respects.

At the same time, practical efforts are being made to prepare students for the organization of social-pedagogical activities on the basis of the subject "Social adaptation of children" in higher educational institutions of pedagogy. Within the framework of these actions, special attention is paid to the formation of the skills of organizing socio-pedagogical activities in preschool educational institutions.

Along with the family, preschool education organizations play an important role in the life of preschool children. Preschool education organizations "... aim to form a child's

personality in a healthy and mature way, prepared for studying at school."

The healthy and mature development of the child's personality is important for the achievement of efficiency in the activities of preschool educational organizations, their material and technical support, the potential of pedagogical personnel, educational and educational directions, the content of the pedagogical process, as well as teachers and students. A healthy psychological environment is of priority.

Although the direct participation of the state and society is observed in the creation of external factors (including the material and technical support of the educational institution), internal factors (for example, attracting qualified pedagogues to the institution, creating a healthy psychological environment in the community, education - updating the content of educational work in accordance with the requirements of the time, creative approach to the organization of the pedagogical process) depends on the management skills of the heads of preschool educational institutions and the efforts of the pedagogical team.

In recent years, as a result of the acceleration of the pace of social life, there has been a need to prepare preschool children for the process of social relations, which is complex in content, multifaceted and based on internal competition, taking into account the physiological and psychological characteristics of children of preschool age. The experiences of developed foreign countries (for example, Great Britain, Germany, France, the USA and Japan) and the results of a number of pedagogical and psychological studies show that this need can be met by establishing socio-pedagogical activities in educational institutions. is doing

A correct understanding of the essence of the concepts that are priority in illuminating the process of scientific-pedagogical activity aimed at finding a solution to the selected problem allows to correctly define the direction of research. In this place, basic concepts such as socialization, social-pedagogical activity, skills of social-pedagogical activity, skills of social-pedagogical activity, social-pedagogical ethics, professional training, professional training are listed.

The concept of "socialization" is "Philosophy. In the "Brief Explanatory Dictionary" it is interpreted as follows: "the process of mastering exemplary behavior, psychological mechanisms, social norms and values necessary for the successful development of society." In the "Explanatory Dictionary of the Uzbek Language" it is indicated that the concept of "socializing" means "getting a social tone". Socialization reveals the general nature of the concept. However, when analyzed from a socio-philosophical, pedagogical and psychological point of view, a wider and more detailed explanation of the content of the concept is required. After all, "getting a social tone" serves to express the result. In the socialization of a person and especially in pedagogical interpretation, it is important to study and analyze the essence of the process, its course, before the

result.

A.V. Mudrik draws attention to the fact that the essence of this concept consists of "human development and self-change in the process of assimilation and acceptance of culture" and shows that the main stages of socialization are as follows:

1. Childhood period: 1) infancy (from birth to 1 year); 2) early childhood (1-3 years old); childhood up to school age (3-6 years old); 3) junior school age (6-10 years old).
2. Adolescence: young adolescence (10-12 years old); early adolescence (12-14 years old).
3. Youth period: early adolescence (15-17 years old); adolescent age (18-23 years old); youth (23-30 years old).
4. Age of maturity: age of early maturity (30-40 years); maturity age (40-55 years); old age (55-65 years).
5. Old age: old age (65-70 years old); age of enlightenment (over 70 years old).

In our opinion, the period of socialization of a person is correctly indicated by the author. However, maturity in this place includes 30-60 years as a specific stage of age periods. During this period, a person "fully develops physically, reaches maturity". It is during this period that it becomes socially active and appears as the main force that ensures the development of society. After the age of 60, on average, there is a decrease in the physiological, physical and social activity of the population, and the gradual weakening of the organism's activity becomes a typical feature. This situation becomes the main sign of old age without taking into account the creative activities of a group of individuals.

R.S. Nemov emphasizes that the socialization of a person is a process and result that occurs under the direct influence of education and upbringing: the child's assimilation of social experiences according to the characteristics of psychological, mental and personal development, i.e. the improvement of psychological functions under the influence of education and upbringing, the acquisition of socio-moral values, norms and rules of behavior, the process and result of enrichment of worldview.

In fact, the influence of social, psychological and pedagogical factors is important in the socialization of a person. However, in our opinion, unlike R.S. Nemov, without denying that the improvement of his psychological functions is important in the socialization of a person, we would like to note that in the conditions of globalization, the assimilation of socio-ethical values, norms and rules of behavior, and the enrichment of the worldview take a leading place.

Socialization represents the process of formation of a person under the influence of culture, communication, communication with each other. In the course of socio-philosophical, psychological and pedagogical researches, the following situations characteristic of the socialization of a person have been identified:

1. social factors (mega-factors, macro-factors, meso-factors, micro-factors), realities and their influence that take place in the socialization of a person during certain periods and during the transition from one period to another play a leading role (J. Piaget, A.V. Mudrik);
2. social, in particular, relations between parents and the child, their mutual emotional unity are important for the child's maturation and personality formation (Z. Freud);
3. the person is controlled using certain schemes and cognitive structures; therefore, its adaptation to this scheme and cognitive structures means the essence of socialization (J. Piaget);
4. a person acquires scientific knowledge and elements of personal culture with the help of social influences, on the basis of which he matures intellectually and acquires moral qualities - this situation is considered a priority aspect of the socialization of a person (T. Persons, R. Beyla) ;
5. socialization of a person does not take place in the same way in different social systems and certain periods of society's development; each period is manifested in its own way in the socialization of a person (R. Benedict, M. Mead);
6. socialization is not only characteristic of childhood, but covers all periods of a person's life (Z. Freud, T. Persons, R.S. Nemov).

Based on the theoretical study of the relevant sources and the analysis of the general essence of the process of social adaptation of a person, it can be said that socio-pedagogical activities ensure the safety of the lives of children and young people, meet their social, legal, psychological, medical and pedagogical needs, provide them with comfortable psychological. It is a consistent, regular and purposeful activity to create an environment, as well as to prevent and eliminate the negative effects of family, educational institutions and the public.

Preparing students for socio-pedagogical activities is a multi-stage process, in which the following stages play a key role:

1. Primary vocational education.
2. Higher pedagogical education.
3. Independent professional education (independent education or advanced education).

On the basis of primary vocational education, the basics of "Social pedagogy" are mainly taught in secondary special, vocational educational institutions, and future specialists are taught the general content, directions of social-pedagogical activity, and pedagogy affecting its effectiveness. get acquainted with conditions and psychological factors, forms, methods and tools.

On the basis of higher pedagogical education, the history of the organization of socio-pedagogical activity, specific aspects of personality development in the social environment, categories and principles of "Social adaptation

of children", research conducted in the field, technology of socio-pedagogical activity, need for social-pedagogical support theoretical and practical skills of the population and working with them will be enriched.

Independent professional education provides an opportunity for the specialist to constantly familiarize himself with the latest developments in the field, advanced technologies, methods and approaches for effective organization of socio-pedagogical activities.

There are two forms of preparation of students for socio-pedagogical activities in pedagogical higher education institutions: 1) compulsory pedagogical education (in accordance with state approved DTS, educational programs, curriculum); 2) it is prepared through independent education (students' creative research on themselves).

In the process of preparing students of "Pre-school education" for socio-pedagogical activities, it is necessary for students to thoroughly master the following knowledge, skills and abilities:

1. To monitor the general development of pupils.
2. Maintaining their health and protecting them from negative effects.
3. Preparing pupils for school education.
4. Forming positive qualities in them.
5. Formation of pupils as active participants in social relations.

In the higher education system, in the provision of professional readiness of students of the "Pre-school education" direction for social and pedagogical activities: specialized knowledge; an incentive to master the forms, methods and tools that enable the understanding of the content, purpose, tasks of the social pedagogue, and the effective organization of the social-pedagogical activity; valuable directions (to become a qualified, mature specialist; to have a diploma confirming the possession of specialized education; to have a stable job and salary in the future; to prepare children in need of social assistance for life, to be active in protecting them from negative social influences showing; gaining the respect of others as a social pedagogue-educator; special appreciation of social-pedagogical activity by the society, etc.); personal and professional qualities; the main structural elements, such as specialized skills and qualifications, take a leading place.

Theoretical, psychological and practical readiness of students from a professional point of view serves as a unique criterion for determining the effectiveness of higher pedagogical educational institutions.

Theoretical preparation by students in pre-school educational institutions for adaptation of pupils to social life, school education, as well as preparation for social relations, conflicts that arise between parents, educators, peers and pupils and ways to resolve them positively, pupils protection from various negative social influences, ways, forms, methods and tools of effective organization of socio-pedagogical activities, the content of cooperation of

preschool educational institutions with families in protecting the rights of children, preparing them to participate in the process of social relations, the active sub-process of the process It consists of a thorough assimilation of knowledge about objects and their tasks.

Positive acceptance by students of socio-pedagogical activities organized in psychological preparation pre-school educational institutions; with a deep understanding of the essence of social and pedagogical activity, he correctly accepts that the process is not smooth, smooth and that various problems arise, and he is mentally prepared for this process; confidence that the student will be personally active in this process in the future; represents situations such as the possibility of a creative approach to the organization of socio-pedagogical activities in preschool educational institutions.

And practical training is to help educators and parents in the process of social relations and preparing students of preschool educational institutions for school education, as well as to protect children from negative social influences (physical violence, social discrimination, violation of children's rights and h.o.s) is characterized by the acquisition of skills and competences.

Relying on the following principles in preparing students of "Preschool education" for socio-pedagogical activity allows to achieve the expected result:

Below we will talk about the importance and essence of these principles in the process of preparing students of pedagogical higher education institutions for social and pedagogical activities.

The principle of goal orientation. Any activity is carried out with a specific goal in mind. Clarity of the goal and orientation to a specific object ensures the correct organization of pedagogical activities aimed at preparing students for socio-pedagogical activities, the correct selection of forms, methods and tools, and the guarantee of the expected result.

The principle of a holistic, complex and technological approach to the process. Pedagogical process is multifaceted and complex, many social, economic and psychological factors influence its course. Therefore, taking into account all factors when organizing the process and gathering their opportunities at a certain point (comprehensive approach) creates conditions for its effective completion. In modern conditions, it is impossible not to use advanced pedagogical technologies in the process of preparing students for socio-pedagogical activities. Taking into account the fact that education is in harmony with the development of society in all times and places, the technological approach to the process of professional training of students allows to achieve the expected results in a short period of time.

Scientific principle. One of the important features of modern education is the promotion of knowledge based on scientific evidence. Basing the science of "social pedagogy" on scientific-theoretical, methodological and methodical

knowledge and using them as a basis for preparing students for the organization of social-pedagogical activities in preschool educational institutions confirms the priority importance of the principle of scientificity in this process.

The principle of continuity and system. Any knowledge becomes solid only when it is continuously and systematically mastered. Continuity implies the gradual mastering of the "Social pedagogy" science or the basics of social work at certain stages of the continuous education system or in educational institutions of the same stage, semester by semester. In this case, theoretical knowledge, which is not so complicated at first, is absorbed into the minds of students, and as it rises to higher levels, the complexity of knowledge becomes unique. Systematicity also includes the period from simple to complex, from bottom to top, from theoretical knowledge to the formation of practical skills and qualifications.

The principle of unity of theory with practice. The importance of any theoretical knowledge is determined by its direct application in practice. Knowledge that is not used in practice is automatically absorbed and forgotten over time. The direct application of theoretical knowledge in practice, and its transformation into practical skills and qualifications, ensures solid and deep knowledge. Therefore, in order to inculcate the theoretical knowledge about the basics of the science of "Social adaptation of children" into the minds of students, it is necessary to use lectures, debates, round discussions in training, practical seminars, laboratory exercises or pedagogical practice. It is desirable to pay attention.

The principle of subjectivity. In the process of preparation for socio-pedagogical activities, students participate not only as objects, but also as active subjects. With their educational activity, initiative and organization, they can have a direct and significant impact on the training process organized in the field of "Social adaptation of children". In this case, the ability of students to acquire independent knowledge and skills, as well as the desire to effectively organize socio-pedagogical activities, ensures a lively and interesting course.

Principle of substitutability. This principle represents the organization of training in the subject "Social adaptation of children" using various forms, methods and tools. Alternation keeps training in the same pattern and prevents it from getting boring. At the same time, it increases students' interest in mastering the basics of science and creates their educational activities. In this case, the organization of training using interactive methods is considered more effective.

The principle of individuality. This principle means that taking into account the individual characteristics of each student in the classes organized on the subject of "Social adaptation of children" is a factor in achieving the expected results. Although one group of students has the ability to master theoretical knowledge thoroughly, they are unable to

establish sincere communication with students in practice, on the contrary, while mastering theoretical knowledge at a certain level, the students of the second group with their approachability and politeness in a short time (during a two-week or two-month pedagogical practice) can become "one of the favorite people" of preschool children. Therefore, in the educational process, according to the individual characteristics of students, one group of students should be given spiritual and moral qualities such as the ability to communicate, attract the interlocutor, and understand his mental experiences, and the second group of students should carefully master the theoretical knowledge, strengthen the material knowledge. It is necessary to pay attention to the assignment of related assignments. Also, it is pedagogically useful to explain that in preparing students for socio-pedagogical activities, it is necessary to approach them in accordance with their individual, personal characteristics when working with the children of preschool educational institutions in the future.

The principle of demonstrability. Demonstration of education has become important in all times and places. For example, even in the primitive community system, adults taught children the knowledge of picking fruits from trees and hunting animals by organizing these processes. In modern conditions, documentary, educational and virtual shows prepared with the help of information technologies (computer, television, radio, tape recorder and video cameras) have the opportunity to reveal the general essence of the subject being studied. Visualization helps students to create ideas on the subject and achieve their accuracy.

Educators, as the main subjects of preschool educational institutions, directly contribute to the comprehensive development of children. It is important for educators, who are equally responsible for children's mental, physical and spiritual development, to acquire pedagogical and psychological knowledge. After all, they form new positive qualities based on taking into account children's age characteristics, individual characteristics, personal qualities, eliminate negative situations manifested in their behavior and behavior, mental unity in the relationships between teachers and students, they rely on their psychological and pedagogical knowledge to achieve mutual cooperation and harmony.

Defects in physical development are noticeable in some of the pupils. Special attention should also be paid to the issue of eliminating children's physical development defects in pre-school educational institutions. This process is organized in cooperation with health care and social adjustment organizations of children or medical staff working in the institution according to their general health condition. Uncomplicated physical conditions of children that do not require the direct supervision of a specialist are carried out in pre-school educational institutions by providing them with special food, exercising with water, air and sunlight, recommending them infusions made from various medicinal herbs and physical exercises.

Preparation of children of preschool age for school education and social relations are two important aspects of social adjustment activities carried out by educators.

Preparing their children for school education - they have the skills to learn in a strictly defined manner (being able to sit in class for a specified time, pay attention to the teacher and the learning material being mastered, complete educational tasks, self-control, not to disturb peers, etc.), as well as the process of formation of primary literacy (reading, writing and numeracy) in them. This process is organized by educators working in preschool educational institutions, specially invited specialists or on the basis of their joint activities.

Social relations are complex and extensive, but also require the possession of certain skills. Therefore, special attention is paid to preparing children for social relations today. Preparing children for social relations in pre-school educational institutions is both a clearly goal-oriented process and a form of pedagogical activity, which requires educators to have expertise, pedagogical, psychological and methodical knowledge, a certain level of work experience, a rich worldview, and professional qualities (ability to love children, respect for their personality, tolerance, kindness, understanding, willingness to help, etc.).

The effectiveness of the pedagogical process aimed at preparing students of the "Preschool Education" course for social and pedagogical activities can be determined using the following criteria:

1. Possession of theoretical knowledge of students on the organization of socio-pedagogical activities in preschool educational organizations.
2. Students' possession of practical skills and qualifications for social adjustment of the students.
3. Students' ability to provide methodical support to families.
4. Ability of students to have a creative approach to the organization of socio-pedagogical activities in preschool educational organizations.

The above-mentioned ideas made it possible to develop the following template, which illuminates the general essence of the process of preparing students of the "Pre-school education" direction for social and pedagogical activities (Fig. 2).

So, the process of socio-pedagogical activity carried out by educators in preschool educational organizations is wide in terms of scope, consists of several directions, and requires special professional training. Effective organization of this process depends on its methodologically correct organization. It is appropriate to pay serious attention to this issue in the training of future specialists (educators of preschool educational institutions) in higher educational institutions of pedagogy.

In preparing children for social relations in pre-school educational institutions, communication with their family members, parents, peers and others, self-control in

community places, work, self-service, personal Attention is paid to the acquisition of skills such as caring for health, caring for loved ones, appreciating the work of parents, adults, including employees of preschool educational institutions.. This requires students not only to have specialized knowledge, but also to master the basics of general pedagogy, psychology and spirituality.

In the textbook "Sotsialnaya pedagogika" ("Social pedagogy"), published under the editorship of M.A. Galaguzova, it is indicated that students who are preparing to carry out social-pedagogical activities should be aware of the following knowledge:

- Regulatory-legal basis of activity (laws, regulations, decisions, instructions, social-legal and socio-economic basis of activity of a social pedagogue, system of child support institutions).
- History and theory of social pedagogy.
- Methodology and technology of socio-pedagogical activities aimed at working with children of different categories in different social environments.
- The child, his physical, spiritual and social development.
- Youth psychology, which studies the behavior of moderate and various deviations.
- Sociology studying associations and groups of people (family, small group, school team, peer group, etc.).
- Methods of social management and planning of professional research activity.

CONCLUSION

In order to prepare the students of "Preschool education" for socio-pedagogical activities, it is desirable for them to effectively acquire the following knowledge:

1. Socio-philosophical and psychological knowledge that ensures the social maturity of a person (dialectic laws, dynamic development of a person, views illuminating the concepts of psychological development, psychological factors and their influence on personal education, ways to eliminate psychological stress and negative social factors lary, spiritual unity in the process of social relations, etc.).
2. General pedagogical knowledge (basic pedagogical ideas, concepts, laws, therefore, knowledge of the development laws of pedagogical phenomena (socialization of education, goals, content and methods of education, determination of state and community requirements by socio-economic tasks, the consistency and integrity of the pedagogical process, the dialectical connection of the theory and practice of pedagogy, the commonality of goals, content, methods and forms of organizing the educational process, comprehensive approach to education, taking into account the child's age and development levels, etc.); of pedagogy to know the most important theoretical ideas, main categories and concepts; to

- know the main pedagogical facts (proofs); to acquire practical knowledge about the general method of education and upbringing, etc.).
3. Specialized knowledge (social-pedagogical activity and the content, methodology and technology of preschool education, preschool educational institutions and ways of organizing social-pedagogical activity in the family, subjects in need of social-pedagogical support, social-pedagogical activity directions, specific directions, as well as the purpose of organizing socio-pedagogical activities in preschool educational institutions, conditions for eliminating negative socio-pedagogical factors, the content of cooperation between subjects in the process of organizing socio-pedagogical activities, social - tasks before the pedagogue, form of socio-pedagogical influence, methods and tools, results of socio-pedagogical activity); adaptation of children of preschool educational institutions to social life, participation in the process of social relations and preparation for education, correction of physical defects and negative behaviors of children of preschool educational institutions, etc.).
 4. Methodical knowledge (communicating with children of preschool age, organizing socio-pedagogical activities between them, relationships that arise between educators, parents and adult family members and children of preschool age prevention of disagreements, conflicts in family upbringing, formation of skills and competences of social communication, attitude and organization of activities in pupils; ways of using effective forms, methods and tools, etc.).
 - "Social pedagogy" published under the general editorship of M.A. Galaguzova. Among the professional skills that must be mastered by a social pedagogue in the educational manual "Course lecture" ("Social pedagogy. Course of lectures").
 - Evaluative (theoretical analysis of events occurring in the social environment and having a negative impact on the child's condition and development, analysis of the child's condition and the environment around him, the problems the child is facing, analysis of the cooperation activities carried out to solve a specific problem) qualifications;
 - Predictive skills (representing solutions that predict the solution of the child's problems, predicting the development of the child's personality, taking into account the problems that may be encountered).
 - Design skills (specifically defining the content of activities that allow to achieve the planned result).
- Executive skills (representing self-analysis at each stage of the social pedagogue's activity, understanding the positive and negative aspects of the activity, and the extent to which the obtained results reflect the child's personality and the solution of related problems).
 - Communication (the culture of organizing interpersonal relations: the ability to "hear and listen" to the child with goal orientation and attention; the ability to enter a communication situation and establish communication; the ability to see the information necessary to understand the child's problems and evidence-gathering skills; the ability to ease the communication situation for the child, the ability to organize and develop communication even in a negative emotional mood; the ability to control and regulate the child's verbal communication and practical behavior) are included.

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