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Psychological aspects of the family values and their effect on aggression events associated with pre-school children

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Abstract

The purpose of this article is to study the psychological effects of family patterns on aggression episodes associated with pre-school children. The authors conducted this study using various psychological research tools, namely, analysis of psychological literature with a focus on pedagogy, observation, conversation, tests (designed as the following methods: the Non-existing animal drawing, the Wagner's hand test, the Family relationship analysis by E.G. Eidemiller and V.V. Yustitskis; a mathematical data processing method. The study results demonstrated that the family education of senior pre-school children paves the way for aggressiveness emerging, developing and reinforcing itself as a personality trait, creating a genuine need for it to be diagnosed and corrected.

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1. Introduction

A tense, unstable social, economic and environmental situation has recently emerged in our country, causing an increase in various deviations in children's individual development and behaviour. Their cynicism, cruelty and aggressiveness are factors of particular concern, not to mention progressive alienation, increased anxiety and spiritual emptiness.

The importance of a family as an educational institution, that nurtures a child into an individual over a considerable period of time, can hardly be matched by any other social circle as it forms the basis for moulding a child's personality.

The family can serve both as a positive educational factor and a negative one. The positive effect on a child's personality development relies heavily on the fact that no one can treat the child better than his own family and

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relations – his mother, father, grandmother, grandfather, brother, sister, etc. And no other social institution is capable of bringing potentially so much harm to his paediatric education as does his family [1,2].

In general, aggressive manifestations or built-up anticipation of such events on the part of society significantly limit a child's activity, increase his anxiety and nurture lower or compensated self-esteem in him. Both aggressive children and children avoiding aggression belong to a risk group.

The methodology of this study is based on the fundamental ideas of developmental and educational psychology presented in the works by the national and foreign psychologists D.B. Elkonin, S.Ya. Rubenstein, L.S. Vygotsky, A. Bandura, Z. Freud, E. Erickson, A. Buss [3].

Many researchers tend to believe that childhood behaviour provides valid clues for predicting a child's conduct in the adult age. Subsequently, correcting early aggressive manifestations and teaching adequate social interpersonal skills are the most important tasks in practical psychology.

The primary purpose of this article is to study the psychological effects of family patterns on aggression episodes associated with pre-school children.

The authors hypothesized the following: family education styles affect aggressive behaviour manifestations in pre-school children.

2. Description of study methods

A total of 25 children aged six from the No. 205 kindergarten in Grozny and 25 families were selected as a study sample, with 6 families having both parents and 19 having a single parent.

Each of the study stages involved various methods of psychological research: analysis of psychological literature with a focus on pedagogy; observation; conversation; tests (designed as the following methods: the Non-existing animal drawing, the Wagner's hand test, the Family relationship analysis by E.G. Eidemiller and V.V. Yustitskis; a mathematical data processing method. [4].

3. Results and their discussion.

The results of the Non-existing animal drawing involving the assessment of 25 children demonstrated that the study subjects predominately experienced the following forms of aggression: verbal aggression was reported in 22 children or 88 %; defensive responsive aggression in 2 children or 8 %; aggressive defence against people in the position of power or authority was reported in 3 children, which corresponds to 12 % of the study subjects; suppressed emotional background in 20 children, equal to 80 % of the subjects.

Thus, the results obtained by using this method demonstrate the predominance of the verbal form of aggression, while defensive responsive aggression appears to be the least pronounced.

To specify and expand information on personality traits, associated with aggressive behaviour in children, the authors used the Wagner's hands test.

Therefore, the most frequent responses are reported for the AGG category, or 49 %; and the study subjects were non-responsive for the AFF categories (0 %) and the PAS one (0 %). The test results lead the authors to the following conclusions:

1. Considerable prevalence of aggressive responses over decreased responses associated with social cooperation leads us to presume aggressive tendencies in the study subjects' behaviour;
2. The high score, obtained for the DEP category suggests their inability to resolve a conflict situation on an individual basis and their need for care and protection, as well as their inability to cooperate in an effective way;
3. The decrease in responses under the COM category "may demonstrate underdeveloped communication skills and problems with social adaptation;
4. The absence of responses under the AFF category may show their inability to reflect and recognize their own inner emotions and those of other people and undeveloped positive emotional self-perception, problems with interpersonal contacts, estrangement;
5. The increase in responses under the EX category may demonstrate a need for attracting others' attention;
6. The absence of responses under the PAS category suggests that only some individual external stimuli are neutral, and increased sensitivity to internal stimuli may be expressed as inadequate aggressive reactions.

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