

Annual International Scientific Conference Early Childhood Care and Education, ECCE  
2016, 12-14 May 2016, Moscow, Russia

## Preschoolers' Fears: Connection with Cognitive and Social Development.

Alexander N. Veraksa, Vera A. Yakupova\*, Olga V. Almazova, Darja A. Buhalenkova

*\*Lomonosov Moscow State University, Faculty of Psychology, 125009, Mokhovaya st. 11-9, Moscow, Russia*

---

### Abstract

Preschool-age children having fears is a common problem faced by any practicing psychologist. In the present study, we attempted to determine whether the emotional ill-being of a preschooler are reflected in the success of his or her cognitive activity through development of social competence.

The study involved 81 student of senior groups of Moscow kindergartens. The average age of the girls was 69.2 months, 70.7 months for the boys. In the analysis of the data no connection was found between the fear amount and the success of the cognitive and social development. Based on our data, we can conclude that the amount of fear as such does not affect the success of cognitive and social development. Meanwhile the increased level of anxiety interferes with successful cognitive activity of the child.

© 2016 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of ECCE 2016.

**Keywords:** preschool age, preschoolers' fears, anxiety, cognitive development, socio-emotional competence

---

### 1. Introduction

The study of fear is a traditional theme within the framework of studying features of children's emotional development [1], [2]. Researchers distinguish between the concept of "fear" and "anxiety" [3]. The most common

---

\* Vera Yakupova. Tel.: +79035304783;  
E-mail address: [vera.a.romanova@gmail.com](mailto:vera.a.romanova@gmail.com)

point of view is fear as a response to a specific definite real danger, and anxiety as an experience of an uncertain vague objectless threat, largely that of an imaginary character [3]. It is crucial to distinguish between the two concepts in the study of children's fears. As can be seen from the results described below, the presence of fear and anxiety affect the child's emotional well-being in various ways. A large number of the child's fears is an indicator of emotional distress [4], [5].

The professionals focus their attention on finding ways to rectify fears, while the theoretical research of the problem can not be considered complete. Various authors have made attempts to establish the causes of a large number of fears acquired by the child, their connection to his emotional well-being [6], [7], to the family and social situation in which the child is raised [8], [9].

Thus, Yu.A. Kochetova's paper [8] highlights the link between the amount of preschoolers' fears and certain types of education. For children with a high level of fear a common type of up-bringing is characterized by a low level of emotional intimacy, low level of acceptance of the child by the parent, high level of the parent's anxiety for the child, high degree of confrontation in the family.

In the research by L.S. Akopyan [9] "school fears" among respondents from the village turned out to be mild compared to urban residents. This can be explained by the social situation of the child's development in which adults do not attribute such great importance to education as they do in urban families. Also, the important role of the features of the social situation of development is suggested by the presence of significant fear "of not being as I should" among the residents of the village.

In the research we were interested in the issue of connection between the detected children's fears and the level of cognitive activity and development of the child's social skills.

### *1.1. Sample*

The research involved 81 student of senior groups of Moscow kindergartens (47 boys (58%) and 34 girls (42%)). The girls' average age was 69.2 months, the boys' average age was 70.7 months.

### *1.2. Method*

Methods aimed at the study of visual and verbal memory:

- «Memory for designs» [10];
- «Sentences repetition» [10].

Methods of evaluation of intellectual development:

- Raven's colored progressive matrices [11].

Methods aimed at diagnosis of the development level of social and emotional intellect:

- «Theory of mind» [10];
- «Test of Emotion Comprehension (TEC)» [12].
- «Affect Recognition» [10].

Methods aimed at studying fears and anxiety:

- «Basel fears test» [13].
- «Children's Anxiety Scale» [14].

## **2. Results**

The results of the study showed that there is a wide range in the amount of fears, since they are largely determined by personal experiences of the child.

In the foreground were fears of animals (spiders and insects) and darkness. The second most frequent were fear of the dark and magical fears. Fear of the dark, fear of sleeping alone, fear of monsters are approximately at

Download English Version:

<https://daneshyari.com/en/article/5126123>

Download Persian Version:

<https://daneshyari.com/article/5126123>

[Daneshyari.com](https://daneshyari.com)