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Specific Psychological Characteristics of Interpersonal Relationships in Preschool Children

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Abstract

A child's communication with peers and the relationships that emerge from this communication constitute a special sphere of child's daily activities. As a type of social activity of a preschooler, interpersonal communication is a leading factor in the development of personality in preschool children. The objective of this article is to present results of an experimental study into older preschoolers' relationships with their peers and, based on it, to justify the need to elaborate a program for training and developing communication in older preschoolers.

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Introduction

The relevance of this work is due to the fact that interpersonal communication, as a type of a preschooler's social activity, is a leading factor in the personality development of preschool children [1]. Age and individual peculiarities of communication, as well as interaction of preschool children, together with their mechanisms of implementation and changes became the subject of study by professionals in the field of educational, child and developmental psychology. Communication of preschoolers was a subject of study by A.A. Lyublinski, E.L. Agaeva, M.M. Bezrukikh, E.O. Smirnova, L.N. Galiguzovoy. At the same time, the social situation of development of modern children has changed, conditioned by the "technification" of their daily live activities and by the "intellectualization" of education, which caused an increase in the number of children, first of all, with difficulties in cognition, speech, and communication development alongside with problems in the emotional sphere and complications in establishing relationships with peers and adults. Molding a person who is capable to organize an interpersonal interaction, solve communication tasks and find a successful adaptation in the contemporary socio-cultural space is a priority in the work with older preschoolers. The objective of this research was an **experimental** study of special psychological characteristics of interpersonal relationships in older preschoolers conditioned by the nature of interaction itself and their joint activity, together with the development of means and forms of communication, and changes of their personality.

2. Description of the method

Observation. The socio-metric technique called "Secret". The technique called "Criteria and used by children for a choice of a partner for interaction". The technique of "Special features of children communication in a game situation" [2].

3. The characteristics of the sample

This study comprised 43 children of the age between 5.5 and 6.5 years. The research was conducted at a kindergarten or nursery school located in the Stavropol region in November 2015.

4. Results

4.1. Determination of selective preferences and relationships of children in a group.

The socio-metric indicators and the content of reasons for this or that choice revealed that children's interactions are relatively stable and that they are mediated, in the first place, by their joint game activity. However, a child's position on the socio-metric structure is not the only indicator of his or her status in the group, although it does serve as an important landmark which shows selective socio-metric preferences existing in a group of children and the place each child takes among peers.

4.2. Description of a preschooler's communication quality at the stage of partner selection

The results of diagnostics using the technique of " Children' criteria in choosing a partner for interaction" offered a possibility: a) to obtain the degree of preschooler's awareness of his or her selective relationships, b) to classify the selection criteria which permit to judge about children's value orientations and about the functions that their peers from the kindergarten group represent for them, and which are so significant for a child.

Initially, we singled out cases when a child did not either answer the question "who would you wish to play, draw with... and why?" at all or gave unclear answers such as ("Because of"; "I want to"; "Did not yet give the present"). Such reactions were observed in 4% of the experimental subjects. The lack of justification of their

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