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The child's emotional development as basis for cooperation between kindergarten and family

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Abstract

The article is devoted to the problem of cooperation between kindergarten educators and parents as they may originally have different understanding of children's development. Nowadays there are many changes under way in the educational system so this problem is considered to be highly relevant in modern Russia. We suggest using joint activities of educators and parents for designing a child's development. We suppose that the main direction of the child's mental development is emotional intelligence, and its development is closely related to the type of child and parents relationship. Family performs a special role in the emotional development of a child and a kindergarten performs another specific role. Joint activities by the family and the kindergarten may contribute to the child's adequate development.

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1. Introduction

The role of public preschool education in Russia has always been important. In kindergartens educators have always taught social, moral norms and rules to children; they knew the right methods of bringing up and they were supposed to transfer their knowledge to parents. Nowadays kindergartens have lost their exclusive rights in determining the child's development guidelines. Modern parents, on the contrary, have acquired these rights and, therefore, they want to influence actively the educational process in kindergartens. Moreover, these two social institutions have different aims: a kindergarten is supposed to accustom a child to social norms and give him an opportunity to interact with others, and the family aims to develop individuality and soleness. In this connection there arises a problem of choosing a basis for combining these two divergent goals in organizing interaction and cooperation between a kindergarten and parents so that they may simultaneously serve as a criterion for the development of preschool children.

The analysis of foreign and Russian studies on the peculiarities of preschool children's psychological development allowed concluding that the main line in a child's mental development is emotional development [1], or emotional intelligence [2]. Representatives of both scientific views single out similar components of emotional development (emotional intelligence): distinguishing emotions, understanding emotions, managing emotions, facilitating the process of thinking; they also mark the unity of affect and intelligence, as well as a close connection between emotional and general intelligence. The researches of child-parents relationship (O.A. Karabanova, M.I. Lisina) [3] [4] prove that an adult shows the outer world (environment) to a child, and, above all, the environment acts as a world of human interpersonal relations, a world of people and is based on emotions and feelings (D.V. Vinnikott, K. Horny) [5][6]. At the same, the studies by Russian psychologist M.I. Lisina have shown that a child within child-parents relationship develops an active position towards his or her parent which determines the nature of the child's interaction with adults and peers, which is modified and becomes more complicated throughout his childhood [4].

It gives grounds to say that a child's emotional development should be regarded as the main point around which the joint activities of parents and a kindergarten should be built. The joint activities of parents, psychologists and educators in modeling the child's individual development trajectory, based on the child's age and individual particularities and taking into account his or her parents' wishes and the opportunities of a kindergarten, should be considered as a content of such cooperation.

2. Method

The research was conducted on 20 six-year-old children and their parents. In order to determine the type of child-parents relationship we used A.Ia.Varga's and V.V.Stolin's test-form for defining the parental attitude [7]. To measure children's emotional development we used both O.A. Orekhova's technique "Domiki" ("Houses") for defining the level of emotional sphere differentiation and E.V. Nikiforova's technique "Piktogramma" ("Pictogram") for identifying the emotional conditions (the level of decoding emotions) [7].

3. Results and discussion

3.1. Characteristics of child-parent relationship types

The analysis of parental relationship type (mother and father) showed that the predominant type of relationship is a "social desirability-symbiosis" one, which may be observed in 50% of the parents, 20% of the parents have an "infantilization-rejection" type of relationship; 20% of the parents have a "rejection-hypersocialisation" type of relationship and 10% of the parents a "symbiosis- symbiosis" type of relationship.

Thus, the most common type of child-family relationship is a symbiosis, it was confirmed by the application of the Fisher criterion of angular transformation ($\Phi^*_{\text{empirical}} = 0,857\Phi^*_{\text{empirical}} < \Phi^*_{\text{critical}}$). Symbiosis reflects the

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