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# From preschool to school education: the structure of the emotive environment

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## Abstract

Situations of an emotional pressure on children are investigated in the conditions of transition from preschool to school education. The article defines the structure of the emotive environment of the first grader and shows the differences from the standard model of child's transition from preschool to school education. During this transition the contribution of some components from the group of other emotive situations proves to be equal or even bigger than that of the traditionally important educational and game motivations.

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## 1. Introduction

Possibilities of a human's personal development greatly increase in the situation of transition to post-industrial informational society. On the other hand, conditions of informational overload and redundancy dramatically impact the emotional and motivational components of a child's forming identity. The process is particularly difficult during transition from one social institution to another [1]. So, scientists of all branches concerned with age periodization such as teachers [2, 3], psychologists [4], psychophysiologists and physiologists [5], neuropsychologists [6], note the difficulties in adaptation to school conditions. A proper positive emotional background directly depending on the emotive factors of the environment is necessary for further development and self-development of a child's identity.

We've conducted our research primarily to examine the leading emotive factors that influence children during child adaptation to school and help develop their motivation for basic activities in school.

## 2. Method

The projective psychological method "I am happy" [7] was used to identify emotive factors that exert influence on children, and to identify their leading motives. Children at the age of 6.5 - 7.5 years (12 boys and 18 girls) were offered to draw themselves in situations when, in their opinion, they had feelings of happiness "I am happy" or unhappiness "I am unhappy". The emotive factors were divided into three groups: educational, game and others. The structure of each group of factors was defined. Advantages of this projective psychologic method consist in children's high emotional involvement into the drawing of emotionally significant situations. Drawings and their comments were processed to identify emotive factors. The determination of statistically reliable differences was carried out by means of Fischer's angular transformation ($\varphi^* > \varphi^*$cr., $p<0,05$), Pearson's criterion ($\chi2 > \chi2$cr., $p<0,05$).

## 3. Results and discussion

### 3.1. Characteristics of the main groups of emotive factors

According to the data obtained, on the whole in the sample of first graders, the main groups of emotive factors were distributed as follows (%, the differences are significant) in Table 1: education/games/others – 15/23/62. According to the distribution obtained, game situations make a larger emotive contribution than educational situations, at the same time the major role belongs to "other" emotive types of activity.

Table 1. The main groups of emotive factors

| Components | On the whole, frequency (%) | I am happy, frequency (%) | I am unhappy, frequency (%) |
|---|---|---|---|
| Education | 15 | 10 | 20 |
| Games | 23 | 20 | 25 |
| Others | 62 | 70 | 55 |

Similar regularity is observed in the structure of the positive emotional reinforcement "I am happy" (%, the differences are significant): educational/games/others – 10/20/70. In a situation of negative emotional