

EMOTIONAL IMPAIRMENTS IN PRESCHOOL AGE CHILDREN. MODERN VIEW ON THE PROBLEM

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ABSTRACT

The article considers the problem of emotional impairments in preschool age children, modern views of the kinds and causes of emotional impairments' appearance in children. Emotional impairments create difficulties in the formation of a child's adequate image of the surrounding world, active position, and lead to maladjustment of a person during the following age periods. Due to that, perfection of the system of psychological-pedagogical support of preschool age children's emotional development providing optimal development of a child's emotional perception of the world and his/her emotional integrity is very urgent.

Keywords: Preschool age, emotion, emotional health, emotional impairment, psychomotor disorders.

INTRODUCTION

One of the most topical problems of the modern preschool psychology are impairments in the development of emotional sphere, as a positive emotional state is one of the most important conditions of the formation of completely and harmonically developed person. In the Common Declaration of Human Rights United Nations (UN) declared that, "children have a right for a special care and help, ... that a child for complete and harmonic development of his/her personality should grow in a family, in the atmosphere of happiness, love, and understanding" [1]. In Uzbekistan starting from the initial days of independence a great attention is paid to renaissance and further development of its great spirituality, improvement of the system of national education, supporting of its national basis, development of these to reach world standards in the harmony with the modern requirements.

LITERTATURE REVIEW

An important factor of the tackling of the problem is one of the leading principles, on which Uzbekistan' individual way of renovation and progress is based, that is performance of a strong preventive politics on all stages of economical reformations. A vivid indicator of it were the reforms in the sphere of preschool education. Decree of the President of the Republic of Uzbekistan №PD-5198 dated September 30, 2017 "About the measures on profound improvement of preschool education system management", Resolution of the President of the Republic of Uzbekistan №PR-3305 dated September 30, 2017 "About organization of the activity of the Ministry of preschool education of the Republic of Uzbekistan" indicated a start f an important stage in the profound reformation of the sphere. Recently designed project of the law "About early development of preschool age children", educational program of

preschool education based on a competent approach, a project of an action plan on the implementation of inclusive education, and the project of the politics of development of pedagogical staff, launched “Education Management Information System” (EMIS) serve to fulfill the assignments in the frames of that President’s Decree №PD-5198 [2, 3, 4].

RESULTS

The problem of emotional impairments in children of preschool age is very urgent. In the conditions of social instability, tense life rhythm, emotional overloads of modern parents social psychological realization of a child’s personality is performed in the most unsafe and vulnerable form. It becomes clear that these conditions create premises to the increase of the prevalence of emotional volitional impairments among preschool age children, leading to more serious problems in the further aging periods in the form of poor social adaptation, inclination for asocial behavior, and difficulties in study [5, 6, 7].

Formation and development of emotions as a targeted integral pedagogic process occurs in the process of a child’s communication and activity in a society. Child’s emotions, being basic factor of psychological development and adaptation in a society, stimulate psychic activity, promote development of creativity, and, what is the most important, effect physical and psychomotor development. An important role in the development of emotions is played by amplification, i.e. saturation of a child’s development [6, 8].

DISCUSSION

Since the moment of birth a child builds emotional responses to external stimuli. Here extremely important part in the development of positive emotions is played by the factor of a mother’s affection to a child and the child’s to an adult. Forming during the first year of life affection is preserved for many years of a child’s life effecting the development of his/her emotional sphere and social behaviour. Development of prosocial and altruistic types of behavior is possible on the basis of early affectionate relationship between mother and child. Child’s emotions serve to be an indicator of his/her attitude to parents and everything that surrounds him [7, 9, 10, 11].

The most vulnerable age in the development of emotional sphere of a child are early childhood and preschool age. Within these periods child’s psychic is developed, the basic personal and cognitive characteristics are formed. V.V. Lebedinski et al (1990) explained the process of development of emotions with the help of affective regulation theory using the model of early autism, where there are four grades of regulation. The grade of “affective expansion” corresponds to preschool age, when positive feelings occur during overcoming some difficulties, release from dangerous situations with further formation of adequate evaluation of the limits of own possibilities [7, 12].

Modern scientists psychologists isolate various kinds of a personal affective sphere impairments in preschool age children. E. Sukhareva, V.V. Kovalev and other authors described such an emotional impairment as increased affective excitability, characteristic for children suffering neurasthenia. These children are often in anger caused by insignificant reasons, crying, and manifestations of feeling guilty [5, 13, 14].

G.M. Breslaw gives deeper and wider characteristics of preschool age child’s emotional sphere impairments. To be more exact, the author mentions absence of emotional decentration, in other words a child’s inability for empathy both in a real situation and while listening to

literature; absence of emotional syntonia – inability for empathy with a close person; absence of a specific phenomenon of emotional self-regulation – inability to feel guilty (“I did it”) [15].

U.M. Milanich classified impairments of emotional sphere in children to three groups, underlining relativity of the classification, compatibility and interrelation of these impairments in the integral favorable emotional state of a child. In the first group the author united acute emotional reactions characterizing certain conflict situations: protest reactions, aggression, hysterics, fear, and excessive insult [16]. The second group includes tense emotional states (gloominess, anxiety, depressed mood, timidity, and shyness). Into the third group Milanich included impairments of emotional state dynamics such as affective bursts and lability, characterized by a fast change from positive emotions to negative ones and vice versa.

I.M. Chistyakov et al have one more point of view about the kinds of emotional impairments. They mention three groups of emotional impairments: mood impairments, behavioral impairments, and psychomotor impairments [12, 14].

V.V. Boyko considered emotional impairments as a negative state appearing with the background complex personal conflicts. The author classified personal peculiarities of emotional volitional sphere such as impairment of adequate reaction to external stimuli, and lack of behavioral self-control skills as proper psychological determinants of the appearance of emotional troubles [17].

In the modern psychological researches, aiming the problem of emotional impairments, ability to understand, to describe, and to control emotions is linked with the development of Baron Kokhan’s “Psychic model” theory (1985) and “Mayer-Solovey-Caruso’s model of emotional intellect” (2002). They determined emotional intelligence as an ability to effective understanding of emotional sphere of human life: to understand emotions and emotional attitude, and so on [18, 19, 20, 21].

CONCLUSION

Many problems of an adult person originate from emotional troubles in childhood. Harmonic development of child’s emotional sphere is the basis of healthy psychic development as a whole. Children of that age have not lost natural expression of emotions yet. At the same time, they have formation of emotional competence, ability to understand and verbally characterize their own feelings and feeling of surrounding people. Emotional impairments create difficulties in the formation of a child’s adequate image of the world, active position, stability and mobility in relation to this world, leading to maladjustment during the further aging periods. In relation to that, improvement of the system of psychological pedagogic support of preschool age children’s emotional development, providing optimal development of the world’s emotional perception and emotional health as a whole is very urgent.

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