

PSYCHOLOGICAL ASPECTS OF PROTEST BEHAVIOR OF PRESCHOOL CHILDREN

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ABSTRACT

This article discusses theoretical approaches to the study of protest behavior in preschool children. In this study, the specificity of manifestation of protest behavior in preschool children is studied.

Keywords: Protest behavior, negativism, stubbornness, aggression, age-related crises, deprivation, frustration.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Child protest, as a kind of appearance of the child's resistance, is being studied increasingly in pedagogical and psychological studies. Despite the growing interest of researchers, the psychological aspects of the manifestation of child protest remain as less investigated.

Relevant to the psychology of protest behavior in children is the question of the specifics of its manifestation in connection with the peculiarities of age crises, internal conflicts, deprivation, parenting style, parent-child relationships in the family, interpersonal relationships with peers and siblings.

The goal of our research is to analyze and generalize the main theoretical and methodological approaches to the study of child protest behavior in psychology.

In ontogenetic plan, protest is studied as symptoms of an age-related crisis in childhood and adolescence. From the position of structural and personal characteristics, it can include all periods of development, in the form of collective, mass resistance refers to the adult generation, as well as teenagers and the youth.

Child protest is studied not only within the framework of age-related crises, but also as a product of relationships in a family or in a group. Among modern researchers, A.A. Shavyrina conducted research on the negativism and stubbornness of preschoolers outside of crises, where she associated manifestations with the parental style of education.

A.Sh. Guseynov, who is the author of a fundamental study of the protest activity of the individual, notes that "the difference between the proposed and sometimes actively imposed desirable image of the inner entity leads to protest activity" [6].

For understanding the nature of protest scientifically, it is necessary to determine the meaning of this notion. The term "protest" most often means "negativism", "resistance", "denial", "opposition", "rebellion", "stubbornness", "obstinacy" and others. A protest is a "strong objection to something" [ten].

Children's protest can be apparent in the form of negativism, stubbornness or obstinacy.

In a large psychological dictionary, negativism is defined as a form of protest of a child against a really existing or subjectively perceived as a real, unfavorable attitude towards him from peers or adults [9].

Primarily, the construct of negativism was used in describing mental illness only. On the bases of the psychology development, negativism began to be seen as an anomaly of character, expressed in stubbornness, rejection of any offers of help, as a protest reaction, hostile-aggressive reaction, a personality type [4].

Stubbornness is accepted in scientific literature as a child's reaction to insisting on his demands, the child insists on his decision, because he has already demanded it.

Obstinacy is considered without individual, since this reaction of the child is directed against the norms of upbringing and the lifestyle imposed on the child.

According to Z. Freud, the development of a child in preschool age has a problematic and crisis nature, an internal conflict is directly associated with the assimilation of moral norms and prohibitions that exist in society, and a child at the phallic stage of development (5-7 years old) forms structural elements of the personality that conflict with each other [12]. He points out that in response to the infringement, the individual develops confrontation. Also, an Austrian psychoanalyst described protest as an unproductive form of behavior - patient confrontation to treatment [5].

A. Adler reflects the "masculine protest", which is characteristic to both sexes and supplemented by the contrasting sides of the child's stubbornness as an indicator of the conflict of primary gender-role identity. Stubbornness as a protest against submission acts, on the one hand, as compensation for the repressed feelings of inferiority, on the other, as a defense of the integrity of one's character [1].

Likewise, A. Adler draws attention to the phenomenon of "detronezation" - a decrease in attention to an older child at the birth of a younger one. According to the scientist, "detronezation" and rivalry of siblings, in connection with the desire to attract the attention of parents and return to the previous status in the family, are accompanied not only by aggression, but also by protest, demonstrative actions in relation to siblings.

According to E. Erickson, an infant can demonstrate a mild form of protest from the very beginning, when it violently tries to free itself, if it is held too tightly, as a response to the feeling of dependence, to rigid bans. He also notes that in children at the age of two years, the protest turns into the form of psychological reactive resistance, as they begin to realize themselves as something separate. The close symbiotic relationship between a child and an adult generates a sense of autonomy, confidence that he is able to act independently, without outside help. His ideas about autonomy form new ideas about liberty [18].

The appearance of shame and doubt, like a crisis in a child, is seen as self-directed anger. The propensity to protest arises as a result of excessive shaming, suppression by adults of the child's desires to realize their *own patterns* of behavior, when adults do not accept socially undesirable, independent versions of the child's behavior that differ from the adult original.

A crisis accompanied by a protest during this period manifests itself as a changed form of interaction with an adult, as a new *form of dialogue, as a neurosis turned outward*. Parental norms and prohibitions at this stage are interjected by the child, and protest activity is expressed as a kind of rebellion against prohibitions or as a rebellion against his own helplessness, uncertainty, dependence [18].

E. Erickson notes that the lack of exactingness, permissiveness, and the exclusive position in the family also leads to such negative character traits as negativism and stubbornness.

As K. Horney notes, the child realizes that by stubbornness and negativism he/she can reflect the intrusion into his/her life.

E. Fromm believes that stubbornness arises as a result of a violation of the relationship between parents and a child, which occurred as a result of the child's forced obedience to the requirements of adults. [13; 6].

Protest reactions as manifestations of the crisis of three years were first considered in the writings of Elsa Köller. Further, L.S. Vygotsky reveals in detail the negative symptoms of the crisis during three years. Calling negativism, stubbornness, obstinacy, despotism, protest-rebellion, self-will, and the devaluation of the crisis of three years by the "seven-star", the scientist includes them in the first belt of symptoms. Vygotsky emphasizes that the symptoms of a three-year crisis are manifested as a rebellion against authoritarian upbringing, as a protest of a child demanding independence, the child appears as difficult to teach. The child, who did not deliver worries and difficulties, now appears as a creature that becomes difficult for adults, he turns into an obstinate, stubborn, negative, denying, jealous or despotic creature. The symptoms of the first belt, taken together, give the impression of the emancipation of the child.

The symptoms of the second belt, i.e., the consequences of the main symptoms, arise as a consequence of the child's attitude to independence. The child enters into a number of external and internal conflicts, where neurotic reactions appear. Enuresis, night fears, restless sleep, sometimes severe speech difficulties, stuttering, extreme exacerbation of negativism, stubbornness, and so-called hypobulic seizures are extremely sharpened features of negativism, stubbornness, devaluation and protest [3].

Vygotsky notes that the crisis proceeds along the axis of restructuring the social relationships between the child's personality and the people around him.

In world science, the influence of family interaction on the manifestations of negative behavior of a child is being more and more actively investigated. The attitude of a girl to her parents at an early age is described in detail by A. Freud, K. Horney, M. Kline. The traumatic experiences of conflict in a child trapped in the Oedipus triangle are soon supplanted and overgrown with other types of psychological defenses. The crisis testifies to the difficulties of mastering one of the fundamental roles - the family role and from the realization that it is impossible to accept it at an early age. On the other hand, there is an intensive development of personality structures responsible for self-regulation.

In the studies of J. Bowlby, M.E. Fries, R. Spritz, L. Canner noted in newborn children a very sensitive reaction to the emotional state of the mother; anxiety of the child when he remains distant from the mother; there is a stage of protest as a form of protection and a call for aid [7].

Among modern researchers, A.A. Shavyrina reveals that she is interested in the study of negativism and stubbornness as symptoms manifested outside of crises. A.A. Shavyrina emphasizes that the main factor causing manifestations of negativism and stubbornness in children 5-6 years old, the parent's frustration of the child's needs, in respect of him as an individual. The child uses negativism and stubbornness as a means of gaining recognition, the importance of his own opinion and satisfaction of needs [15].

T.P. Skvortsova (Kleinikova) reveals that one of the pedagogical reasons for the negativism of preschool children is the mismatched pedagogical interaction of parents, in the structure of which a low level of emotional responsiveness of parents is found [11].

E.V. Vasilenko and Wang Yujing studied the relationship of crisis manifestations with the characteristics of the family and family education in a cross-cultural aspect. Researchers focus on the relationship between crisis symptoms and indicators of parental attitude on the example of crisis during three years [2].

Child protest is viewed in deviant psychology as a pre-deviant form of behavior. As Yu.A. Clayberg noted, at the first stage there may not be deviant behavior in its "pure" form, but some of its symptoms may appear: disobedience, denial, non-fulfillment of some social requirements of the family, kindergarten group, peers.

S.V. Shepeleva, who tries to study various specific manifestations and typologies of pre-deviant behavior in preschool groups, reveals that children with asocial and antisocial types of behavior often have a negative attitude towards their peers. The expectation of a negative attitude towards themselves in pre-deviant children from other people is experienced by them as the fear of leaving the level of positive self-esteem. This gives rise to pre-deviant emotional and behavioral deviations from the norm in children in the form of aggressiveness, conflict, negativism, etc. However, all appearances of pre-deviant forms of behavior are aimed at maintaining positive self-esteem in this category of children.

Children with a predominance of passive-social type of behavior, as well as antisocial and asocial ones, try to keep at the level of positive self-esteem, but they achieve it in a different way. Passive-social children reduce the image of a peer, assert themselves by denying the other. They have a desire to dominate their peers, but it is not expressed in vivid aggressive forms of behavior and vivid appearances of emotions [16].

V.M. Tseluiko examines children's disobedience, expressed in pranks, mischief, misdeeds; children's negativism, manifested in stubbornness, whims, self-will, indiscipline, etc. as the most common forms of deviant behavior [14].

Bass and Darki, classifying the types of deviant behavior, emphasize negativism as an oppositional demeanor from passive resistance to active fight [8].

Thus, the literature review shows that the protest behavior of children is a multifactorial phenomenon, which consists in a kind of child's reaction to a frustrated situation, to unwanted demands of adults, dissatisfaction with the prevailing environmental conditions, parenting system and so on. It can be apparent as a consequence of frustration, deprivation, as a form of aggression, pre-deviant behavior, as a symptom of an age crisis, or as a result of inadequate relationships in the family or in a peer group.

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