
Psychological and Pedagogical Aspects of the Development of the Emotional Sphere of Preschool Children

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Abstract: This article discusses the relevance and importance of the model of psychological and pedagogical support for the emotional development of preschool children. The conditions for the implementation of the model of psychological and pedagogical support of the emotional development of preschoolers identified. On the example of middle preschool age, the content and sequence of tasks of the activities accompanying the emotional development of children shown.

Keywords: emotional development, psychological and pedagogical support, structural and functional model, tasks of emotional development, support conditions, preschool children.

The problem of developing emotional responsiveness in children in the modern world is quite acute. Often we have to observe how many of us do not want to see the experiences and pain of the people around us, do not want to show our sympathy and compassion. Moreover, you regularly come across situations when children experience joy from the pain caused to their peers, animals, while trying to film this behavior on mobile phones, to show their importance in the eyes of their peers. It follows from this that moral guidelines are being lost, that we adults have not been able to develop emotional responsiveness and goodwill in time. Is it necessary to develop emotional responsiveness? Of course, it is necessary, because the terrible shortage of our time is the shortage of kindness! This phenomenon is directly related to the most significant problem - the psychological health of children.

We approach the disclosure of the problem of emotional responsiveness through consideration of the following concepts: emotional sphere, emotional responsiveness, and emotional development.

The **emotional sphere** of the child is thus considered as one of the basic prerequisites for general mental development, as the core of the formation of the child's personality, as one of the fundamental internal factors that determine the mental health of the child and the formation of his initially prosperous psyche [4].

Emotional responsiveness is a person's ability to empathize and sympathize with other people, to understand their internal states [4].

L. S. Vygotsky believed that "the emotional development of children is one of the most important areas of professional activity of a teacher. Emotions are the "central link" in the mental life of a person, and, above all, a child" [1]. His followers, based on theoretical research, develop the idea of the relationship of all components of the human psyche, in particular the emotional and intellectual. This fact is fundamental in the organization of educational work with preschool children [5].

Among modern studies, attention drawn to the system of emotional development of children, built based on the work of domestic psychologists and teachers. N. Ezhova, the author of this system, argues that the effectiveness of education is due to the degree of inclusion in it of the

child's emotional manifestations as natural value forms of life given by nature. This can be facilitated, on the one hand, by specially organized emotionally rich communication between an adult and children, and on the other hand, by emphasizing the pedagogical process on highlighting the emotional component on different rights with cognitive and effective-practical [2].

The content of the emotional component of education includes two aspects:

- Self-emotional development;
- mediated emotional development.

Actually, emotional development is a series of interrelated areas, each of which has its own specific ways of influencing the emotional sphere and, accordingly, the mechanisms for switching on emotions. Self-emotional development includes development of emotional response; development of emotional expression; development of empathy; formation of ideas about the diversity of human emotions; formation of a dictionary of emotional vocabulary.

Indirect emotional development is a deliberate impact on the emotional sphere of children in order to implement and improve the process of learning about the world around them, intellectual actions and activities in general. This side of the emotional component of education can be attributed rather to the direction of corrective work and should include, first, support and expansion of the experience of adequate response to certain emotional situations. The indirectly emotional side is aimed at enriching the attitude of children to the process of cognition and activity in general. The conditions for this will be:

1. Formation of value ideas:

- ✓ moral (goodness, freedom, honesty, mercy, justice);
- ✓ intellectual (truth, knowledge, creativity);
- ✓ aesthetic (beauty, harmony);
- ✓ social (family, ethnicity, fatherland);
- ✓ valeological (life, health, food, air, sleep);
- ✓ material (objects of labor, everyday life, housing, clothing)

2. The use of techniques aimed at inducing motivated self-realization, stimulating the development of one's own value judgments as the basis of moral self-awareness [5].

Several factors play an important role in the formation of emotional responsiveness in preschool age: heredity and individual experience of communication with close adults, as well as factors of learning and development of the emotional sphere (skills for expressing emotions and behaviors associated with emotions). The emotional traits of a child largely determined by the characteristics of his social experience. The success of his interaction with the people around him, and hence the success of his social development, depends on the emotions that the child most often experiences and displays.

The strongest emotional experiences caused in the child by his relationships with other people - adults and children.

Emotions and feelings formed in the process of communication between a child and adults. At preschool age, the emotional dependence of children on adults is preserved. The behavior of an adult constantly determines the activity of the behavior and activities of the child. It has been established that if an adult is disposed towards the child, rejoices with him in his success and empathizes with failure, then the child retains good emotional well-being, readiness to

act and overcome obstacles even in case of failure. Affectionate attitude towards the child, recognition of his rights, attention are the basis of emotional well-being and give him a sense of confidence, security, which contributes to the normal development of the child's personality, the development of positive qualities, a friendly attitude towards other people. Having established a positive relationship with an adult, the child trusts him, easily meets others. Sociability and benevolence of an adult acts as a condition for the development of emotional responsiveness in a child.

Many authors are unanimous in their opinion that preschoolers tend to share their experiences not only with adults, but also with their peers. The results of their research showed that the preschooler is not only more active with peers in an effort to share experiences with them, but the level of functioning of this need in contacts with peers is, as it were, higher. Peer equality allows the child directly "impose" his attitude to the world he perceives on the attitude of his partner.

Kosheleva A. D. believes that a significant role in the development and education of a child of senior preschool age of emotional responsiveness belongs to the family. The author notes that in the conditions of the family, an emotional and moral experience inherent only to it develops; beliefs and ideals, assessments and value orientations, attitude towards other people. Preferring one or another system of assessments and standards of values (material and spiritual), the family largely determines the level and content of the child's emotional development. The experience of a preschooler can be different. Kosheleva writes that a child from a large and friendly family has a complete and versatile experience, where parents and children connected by deep relationships of responsibility and mutual dependence. In these families, according to the author, the range of affirmed values is quite wide, but the person and the attitude towards him occupy the key place in them.

The experience gained in the family can be not only limited, but also one-sided. Such one-sidedness, according to A. D. Kosheleva, usually develops in those conditions when family members are concerned about the development in the child of certain qualities that seem exceptionally significant, for example, the development of intelligence, and at the same time, no significant attention is paid to other qualities necessary to kid. Finally, emotional experience can be heterogeneous and even contradictory (parents have different ideas about raising a child).

A. D. Kosheleva also says that the relationship of a properly organized educational process in the family and in kindergarten is a condition for the upbringing and development of emotional responsiveness in a child. [3]

According to L. Murphy, modern society contributes to the development of quasi-empathic behavior, as it contains a contradiction between individual and social values, which the child perceives through the relationship between adults and children around him, through social and moral stereotypes. The world of adults does not give the child a sense of security, suppressing his social needs and stimulating aggressive behavior. The trend towards empathic behavior distorted. The child masks his aggressive tendencies with quasi-altruism (attacks one of the children, pretends to protect him). Projected anxiety can also distort empathic behavior, as children attribute their discomfort to others.

L. Murphy concludes that empathic behavior manifests itself in adequate forms in children adapted to social life, who have received maximum trust and warmth in the family.

Therefore, the development of emotional responsiveness depends on the nature of the child's communication with adults and peers. In communication with parents who help the child to explore the world of "adult" subjects, motives for cooperation prevail, although purely

emotional communication is also preserved, which is necessary at all age stages. In addition to unconditional love, children expect emotional warmth from an adult to be directly involved in all their affairs, jointly solve any problem, whether it is the development of cutlery or the construction of a tower of cubes. In such joint actions, new forms of communication with adults open up for the child.

As the personality develops the child's ability to self-control and arbitrary mental self-regulation increases. Behind these concepts is the ability to control one's emotions and actions, the ability to model and bring one's feelings, thoughts, desires and abilities into line, to maintain the harmony of spiritual and material life.

As mentioned above, adults (parents and caregivers) should strive to establish close emotional contacts with the child; since relationships with other people, their actions are the most important source of the formation of the feelings of a preschooler. To understand children's emotions, adults need to know their origin, and also strive to help the child understand certain facts of reality more deeply and form the correct attitude towards them.

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