

Bewertung der Wirksamkeit des Prophylaxeprogramms für emotionale Beschränkungen bei Kindern im Senioren vorschulzeitalter

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Zusammenfassung. Auf Basis der diagnostischen Studienergebnisse haben wir ein komplexes Programm namens „Land der sonnigen Gefühle“ erarbeitet, das auf die Prävention und Überwindung emotionaler Beeinträchtigungen bei Kindern im Vorschulalter abzielt. Im Rahmen des Programms bildeten wir zwei Versuchs- und zwei Kontrollgruppen für jedes Alter der Kinder, 5 bzw. 6 Jahre. Kinder im Vorschulalter in Versuchsgruppen (zwanzig 5-jährige Kinder und zwanzig von 6) wurden gemäß dem Programm entsprechenden Tests unterzogen, wobei wir vor und nach der Erfüllung die Parameter der emotionalen Sphäre eines Kindes untersuchten. Die empirische Studie zur Wirksamkeit des vorgeschlagenen Programms insgesamt zeigte statistisch signifikante Unterschiede in den Versuchsgruppen von Kindern im Alter von 5 und 6 Jahren, die sich vor allem in einem positiven Anstieg der individuellen Parameter bei den meisten Kindern manifestierten nach der Programmimplementierung.

Schlüsselwörter: ältere Kinder im Vorschulalter, emotionale Beeinträchtigung, prophylaktisches Korrekturprogramm

Assessment of emotional impairments prophylaxis program efficacy in children of senior pre-school age

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Summary. On the basis of the diagnostic study results we worked out a complex program called “Sunny feelings country”, aiming prevention and overcoming of emotional impairments in children of senior pre-school age. Within the program frames we formed two experimental and two control groups for each age of the children, 5 and 6 years respectively. Pre-school age children in experimental groups (twenty 5-years old children and twenty of 6) underwent corresponding tests according to the program, where before and after the fulfillment we studied the parameters of a child’s emotional sphere. Empiric study of the efficacy of the proposed program, as a whole, showed statistically significant differences in experimental groups of children of 5 and 6 years old, the manifestation of which was, first of all, positive rise of individual parameters in most of the children after program implementation.

Keywords: senior pre-school age children, emotional impairment, prophylactic correction program

Relevance. The most significant problem of the modern developmental psychology is emotional development of children. In that aspect pre-school age, particularly senior one, is sensitive for “socializing and individualization of emotional sphere” []. Analysis of the results of the modern complex studies of children’s individuality and psychic development as a whole let us claim, that the most important reasons of emotional impairments in pre-school age children are disharmonic family relationships, irregular upbringing, isolation in a group of pre-school facility, inadequate self-esteem, specificities of emotional-volitional sphere, developmental deviational, etc. due to the complex etiopathogenesis of emotional ill-being in childhood, and exactly one determined by a scope of causes, factors and conditions, it is very important to provide a systemic approach to the work with isolation of system-defining factor. These methodic approaches are important in the process of psychic correction work with children with emotional impairments.

In relation to that, **the objective** of our research was justification and approbation of the emotional impairments prophylaxis program in children of senior pre-school age.

Materials and methods. On the basis of the diagnostic study results we worked out a complex program called “Sunny feelings country”, aiming prevention and overcoming of emotional impairments in children of senior pre-school age. The program provides evaluation of emotiogenic factors, affecting psychic state of children. We worked out psychological pedagogic conditions, promoting overcoming of emotional impairments in senior pre-school age children, which served the basis for the program development:

- provision of individually differentiated approach to children with various manifestations of emotional impairments;
- taking into account an individual dynamic overcoming of emotional impairment in every child in the content and methods of correction;
- union of all work done by pre-school educational specialists in order to involve them all into corrective-developmental process, aiming prevention and overcoming of existing emotional impairments in senior pre-school age children.

The aim of the program:

Overcoming and decrease of negative emotional manifestations, prevention of emotional impairments.

The problems of the program: development of emotional sphere: introduction of a child into the world of feelings and human emotions; development of personality: formation of adequate self-esteem, rise of self-confidence; development of communicative skills, required for successful development of communication.

The program was developed on the basis of the study of methodology references and personal professional experience. Its objective is correction and prevention of emotional impairments in children of senior pre-school age. Correction work was based on the following programs: “Seven-colored-flower” by N.U. Kurajeva et al (2011) and “Let’s introduce ourselves! Training development and correction of school-age children’s emotional world” by I.A. Pazukhina (2016). The program also

included games and exercises for correction of emotional sphere by authors such as M.I. Chistyakova, S.V. Krukova, A.V. Krasavina and others.

Prophylaxis-correction program “Sunny feelings country” includes three interrelated units:

1st unit: organization of preparation work with pedagogical staff in order to increase their knowledge of various variants of child’s emotional development and possible ways to overcome the appearing problems, help in creation of certain conditions, promoting increase of emotional comfort in the group and stimulating development of positive sides of every child’s personality. The whole work was covered by lectures and consultations.

2nd unit: organization of work with parents in order to involve them to correction and development of skills to overcome emotional impairments in senior pre-school age children. The program’s objective was to improve psychological pedagogic competence of parents, development of the skills for correct reaction to various emotional manifestations. In that unit we applied individual consulting, information in “parental corners”, parental meeting councils.

3rd unit: organization of specially designed correction-developmental trainings with children, including several thematic chapters: Correction of increased anxiety and fears, Development of adequate self-esteem and confidence, Skills of emotional communication, Development of positive relations with peers.

Total number of lessons: 30, two times a week.

Duration of a lesson: 25-30 minutes.

Prophylactic-correction program “Sunny feelings country” was approbated during 5 months (from August till December, 2020) at Pre-school Educational Organization №247 and № 519 in Tashkent city. Within program we formed two experimental and two control groups for each age, for 5 and 6 years old. Pre-school age children in experimental groups (twenty 5-years old and twenty 6-years old ones) underwent corresponding events in compliance with the program, where before and after its implementation we studied parameters of children’s emotional sphere. Children were selected to control groups by target sampling (20 children for each age), and they had quantitative and qualitative parameters of emotional status almost identical to those of the children in experimental groups.

Thus, we formed four independent groups, equivalent in basic characteristics such as age, group of kindergarten, parameters of emotional status, with no significant differences in the distribution of the parameters in experimental and control groups for each age period according Student’s t-criterion.

Results of the study and discussion. Analysis of experimental data in compliance with House Tree Human (HTH) method (Table 1) showed that, in experimental groups of children of 5 and 6 years old HTH symptom complexes had a positive tendency for development with reliable differences in relation to the parameters of the ascertaining experiment. Children of 5 in formative experiment had notable reliable decrease of parameters of all the symptoms ($p < 0.05$), with particularly significant differences registered in the states such as depression

($p < 0.001$), inferiority feeling ($p < 0.01$), and mistrust to oneself ($p < 0.01$). Different from 5-years old children, six-years old ones had a significant reliable progress revealed in relation to symptoms such as conflictness, hostility ($p < 0.01$), inferiority feeling ($p < 0.01$), and aggression ($p < 0.01$). There was decrease in anxiety, but without reliable differences.

Таблица 1

Characteristics of emotional status of 5 and 6 years old children in experimental and control groups

HTH symptoms complex	Children 5 years old , n=40				Children 6 years old, n=40			
	Ascertaining experiment		Formative experiment		Ascertaining experiment		Formative experiment	
	EG	CG	EG	CG	EG	CG	EG	CG
Insecurity	4.05±0.17	4.0±0.18	3.45±0.2*	3.95±0.17	4.39±0.19	4.32±0.18	3.53±0.3*	4,24±0,18 [^]
Anxiety	3.25±0.28	3.20±0.18	2.35±0.24*	3.15±0.17 [^]	3.71±0.23	3.67±0.22	3.0±0.27	3,46±0,22
Mistrust to oneself	2.80±0.17	2.78±0.17	2.0±0.2**	2.70±0.15 ^{^^}	3.18±0.17	3.10±0.17	2.30±0.27*	2,9±0,17 [^]
Communication problems	3.25±0.21	3.20±0.19	2.40±0.23*	3.10±0.18 [^]	3.24±0.17	3.20±0.17	2.47±0.21*	3,15±0,16 [^]
Aggression	2.75±0.14	2.71±0.15	2.20±0.19*	2.65±0.14	2.97±0.19	3.0±0.19	2.13±0.21**	2,92±0,18 [^]
Depression	3.75±0.21	3.70±0.19	2.45±0.21***	3.64±0.18 ^{^^^}	3.68±0.19	3.63±0.19	2.93±0.3*	3,57±0,18
Inferiority feeling	3.40±0.22	3.35±0.19	2.35±0.28**	3.25±0.15 [^]	3.73±0.15	3.69±0.16	3.03±0.19**	3,65±0,17 [^]
Conflictness, hostility	3.10±0.19	3.0±0.18	2.25±0.22*	2.90±0.18 [^]	3.0±0.19	2.89±0.19	2.0±0.29**	2,80±0,19 [^]

Note:* - p<0.05, ** - p<0.01, reliability of differences of experimental group parameters in formative experiment in relation to the same group in ascertaining experiment. [^] - p<0.05, ^{^^} - p<0.01, ^{^^^} - p<0.001 reliability of differences of various parameters in experimental group of formative experiment in relation to the control group.

There was a similar tendency in relation to reliable differences in the parameters of experimental groups of children compared to the parameters of control groups in formative experiment (Figure 1).

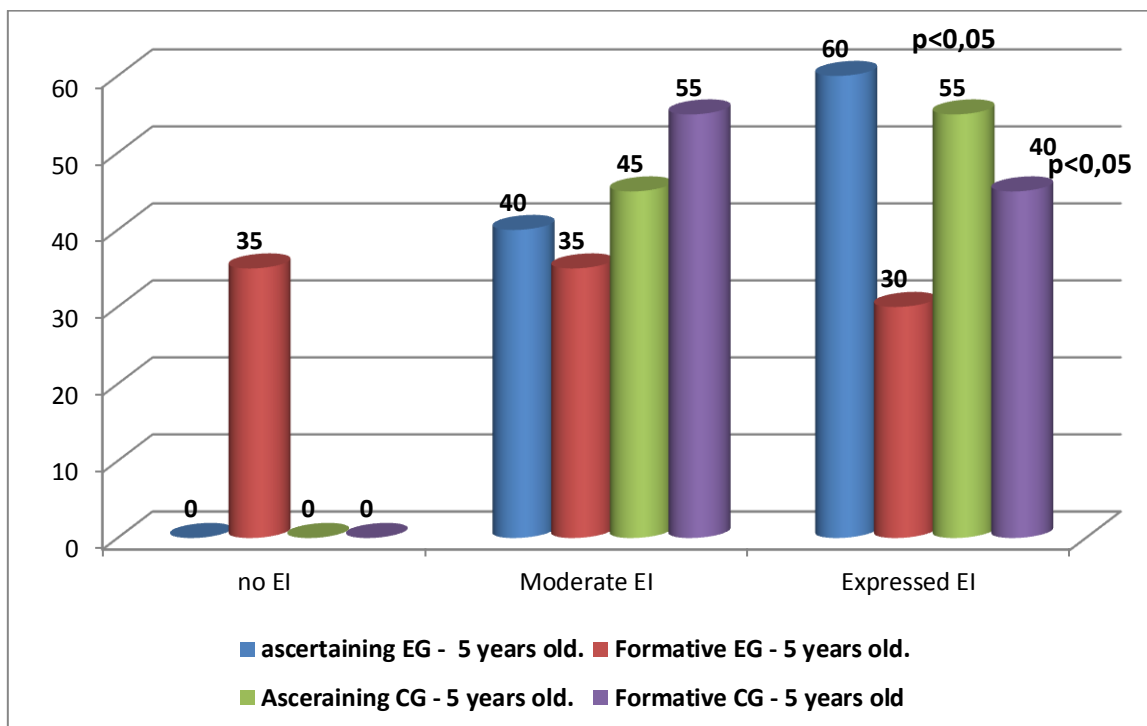


Fig. 1. Characteristic emotional manifestations in senior pre-school age children of 5 years old in compliance with HTH guideline before and after prophylactic correction program (%)

After prophylactic correction program the prevalence of manifestations of emotional impairments reliably decreased both in 5 years-old and 6 years-old children (Figures 2 and 3). Expressed emotional impairments preserved in 6 (30.0±10.2, $p<0.05$) out of 12 (60.0±10.9%) children of 5 years old. However, the greatest efficacy of the program was noted in 6-years old children: only 4 (20.0±8.9%, $p<0.05$) out of 10 (50.0±11.2%) children. There were certainly children with no emotional impairments, i.e. minimal scores of symptoms complexes: seven (35.0±10.7%) among 5 years-old and eight (40.0±10.9%) of 6 years-old ones.

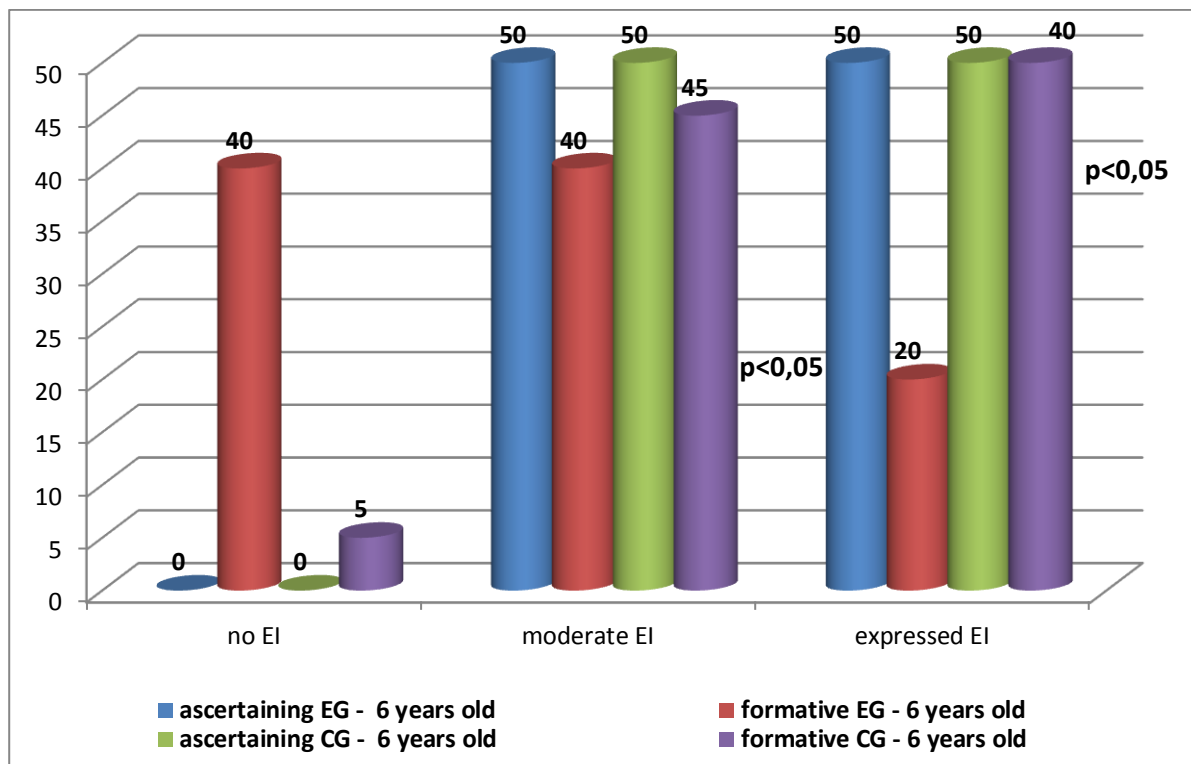


Figure 2. Characteristic emotional manifestations in senior pre-school age children of 6 years old in compliance with HTH methodology before and after prophylactic correction program (%)

In ascertaining experiment in compliance with “What am I?” method among 5 and 6 years old children there was prevalence of those with low self-esteem, while in the formative experiment there were more children of 5 years old with high self-esteem and 6 years old with adequate self-esteem, 7 children in each group ($35,0 \pm 10,7\%$), respectively. there was notable reliable decrease of prevalence of elevated ($p < 0.05$) and low self-esteem ($p < 0.05$) among the children of both ages (Fig. 3).

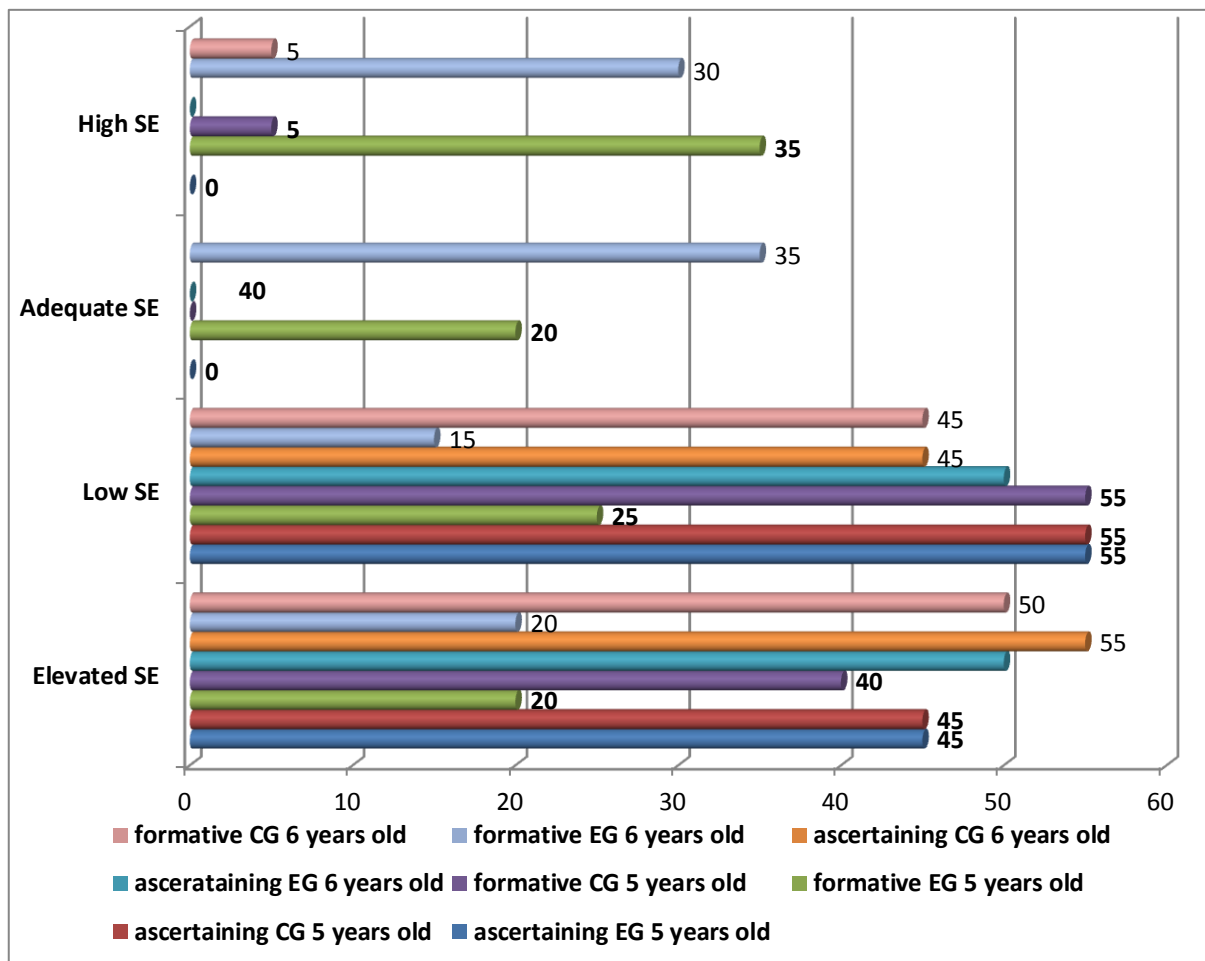


Figure 3. Average prevalence of self-esteem manifestations in senior pre-school age children according to the results of “What am I?” method before and after prophylactic correction program (%)

Characteristic emotional state in senior pre-school age children according to “Locomotive” method after prophylactic correction program showed efficacy of the performed program with reliable rise of the prevalence rate of positive emotional state in children, particularly those of 6 years old ($p < 0.01$). Prevalence of negative state of emotional sphere among the children of 5 and 6 years old had a positive tendency with reliable decrease ($p < 0.05$ and $p < 0.05$, respectively among 5 and 6 years old children) both in control and experimental groups (Figure 4).

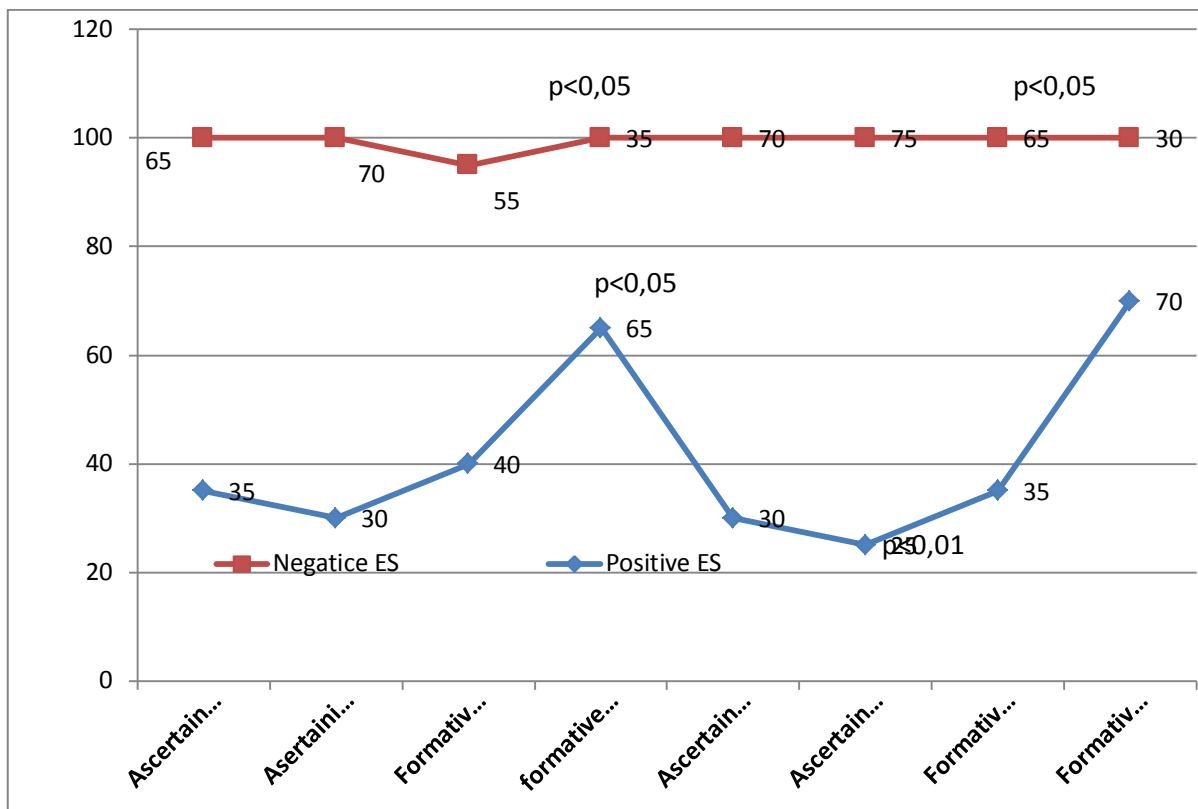


Figure 4. Characteristics of emotional state of senior pre-school age children according “Locomotive” method before and after prophylactic correction program (%)

Results of the relationship criteria and status categories analysis in senior pre-school age children in compliance with “Secret” method by T.A. Repin before and after prophylactic correction program implementation are presented in Table 2 and 3.

The presented data presented the most significant growth in the number of “accepted” children ($p < 0,05$ and $p < 0,05$, respectively of 5 and 6 years old children). Similar tendency with opposite vector was noted among the children with low status of experimental groups, and particularly reliable decrease in their number ($p < 0,05$ and $p < 0,05$, respectively of 5 and 6 years old children) in formative experiment in relation to the parameters of control and experimental groups.

Table 2

Results of relationship criteria and status categories analysis of senior pre-school age children of 5 years old in compliance with “Secret” method (Repin T.A.) before and after prophylactic correction program (%)

Relationships criteria	Children 5 years old, n=40			
	Ascertaining experiment	Ascertaining experiment	Formative experiment	Formative experiment
	EG, n=20 abs/%	CG, n=20 abs/%	EG, n=20 abs/%	CG, n=20 abs/%
“accepted”	10/50.0±11.2	9/45.0±11.1	16/80.0±8.9*	10/50.0±11.2^
“not accepted”	8/40.0±10.9	10/50.0±11.2	4/20.0±8.9	10/50.0±11.2^
“isolated”	2/10.0±6.7	1/5.0±4.7	-	-
Categories	abs/%	abs/%	abs/%	abs/%
Low status	12/60.0±10.9	12/60.0±10.9	5/25.0±9.7*	11/55.0±11.1^
Middle status	8/40.0±10.9	8/40.0±10.9	15/75.0±9.7*	9/45.0±11.1^

Note: * - $p < 0.05$, ** - $p < 0.01$, reliability of differences in the parameters of experimental group compared to the similar group of ascertaining experiment. ^ - $p < 0.05$, reliability of differences in parameters of experimental group in formative experiment compared to the control group.

Thus, empiric study of the efficacy of the proposed program “Sunny feelings country”, as a whole, showed statistically significant differences in experimental groups of children of 5 and 6 years old, displayed first of all in a positive growth of individual parameters in the majority of the children after program implementation.

Table 3

Results of relationship criteria and status categories analysis in senior pre-school age children of 6 years old in compliance with “Secret” method (Repin T.A.) before and after prophylactic correction program (%)

Relationships criteria	Children of 6 years old, n=40			
	Ascertaining experiment	Ascertaining experiment	Formative experiment	Formative experiment
	EG, n=20 abs/%	CG, n=20 abs/%	EG, n=20 abs/%	CG, n=20 abs/%
“accepted”	6/30.0±10.2	6/30.0±10.2*	14/70.0±10.2*	7/35.0±11.1^
“not accepted”	10/50.0±11.2	11/55.0±11.1	6/30.0±10.2	11/55.0±11.1
“isolated”	4/20.0±8.9	3/15.0±7.9	-	2/10.0±6.6
Categories	abs/%	abs/%	abs/%	abs/%
Low status	14/70.0±10.2	13/65.0±10.7	5/25.0±8.9*	12/60.0±10.9^
Middle status	6/30.0±10.2	7/35.0±10.7	15/75.0±8.9**	8/40.0±10.9^

Note:* - $p < 0.05$, ** - $p < 0.01$, reliability of differences in the parameters of experimental group in formative experiment compared to similar group in ascertaining experiment. ^ - $p < 0.05$, reliability of differences in the parameters of experimental group in formative experiment compared to the control group

The following general conclusions based on the results of the practical work should be noted:

1. Efficacy of the program of prophylactic correction work with children of senior pre-school age was displayed mainly in the dynamic parameters relevant to the ability of children to create positive relationships with their peers.

2. Positive dynamics was noted in the analysis of HTH parameters, where we revealed growth of qualitative and quantitative characteristics of inner positive emotional state of a child; stabilization of psycho-emotional status was registered according to the results of “Locomotive” and “Secret” methods.

3. Results of “Sunny feelings country” program implementation for the change of emotional state parameters turned out to be quite stable, and that was reflected in continuous improvement of positive attitude and emotional well-being.

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