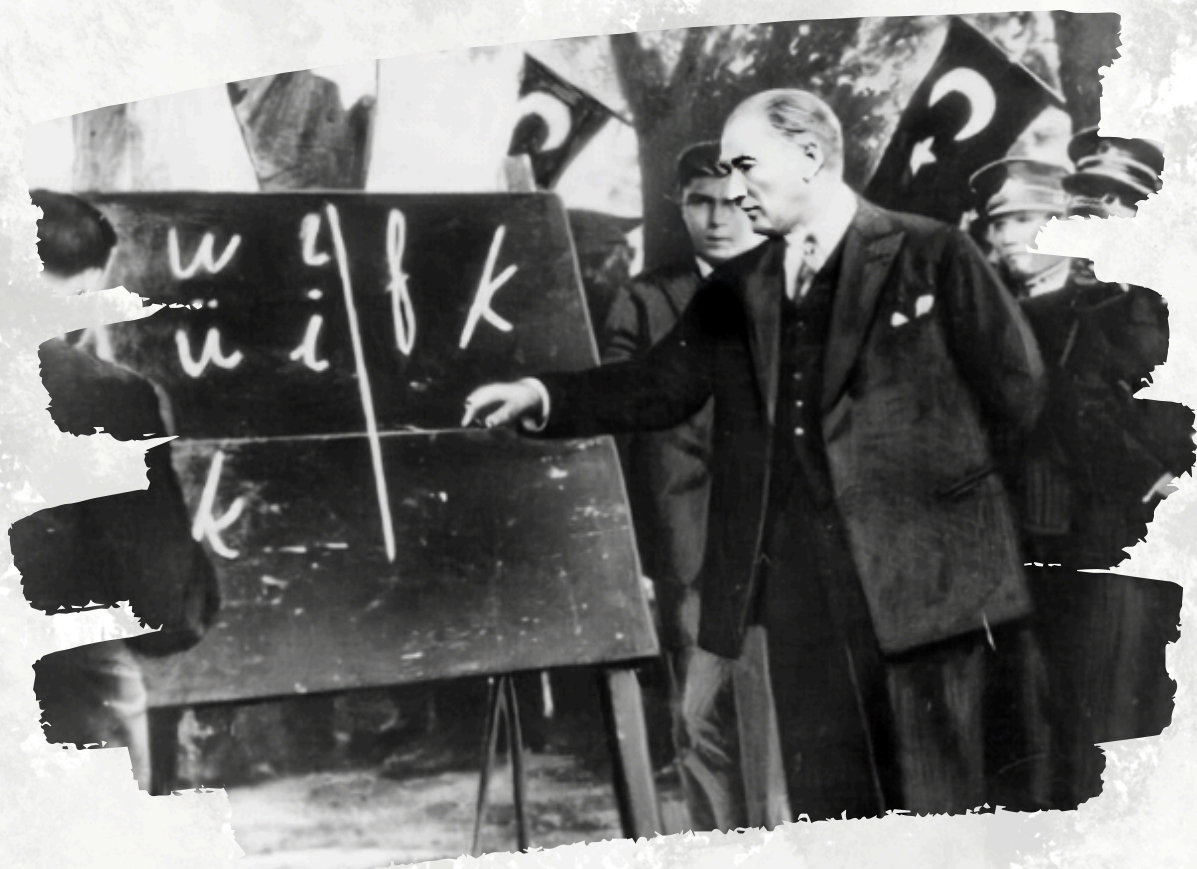


10TH INTERNATIONAL EDUCATION AND INNOVATIVE SCIENCES CONGRESS

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PROF. DR. OSMAN KUBİLAY GÜL

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FOREIGN TRENDS IN THE EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN

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Abstract

The article presents psychologists' views on emotions and their development. Representations of scientists concerning emotional state and its manifestation in children of preschool age, emergence of emotional processes are analysed. Psychological aspects of development of positive emotions in children are described. It's necessary to pay attention to the compatibility of the pedagogical and psychological conditions created in the preschool educational organization with communication and activity in order to improve the emotional state of the child in the implementation of the main tasks of education at different age stages. The crisis begins at the end of early infancy and at the age of three, that's difficulties arise during the transition from one age to another. This sometimes causes affective behavior in children. This emotional state occurs when a child wants to perform an activity independently and there are no adults around him, because they do not provide support. Personal qualities of children are formed under the influence of social environment. Therefore, the formation of positive qualities is achieved by paying attention to the development of the child's abilities, by organizing activities and communication based on individual characteristics. Unhealthy family environment, problematic situations, relationship breakdown with loved ones can cause anxiety and excitement in children. However, anxiety and worry increases the child's observation, provokes his reactions, encourages systematic organization of his activities, teaches him to avoid unexpected and dangerous situations. The most important thing is the basis for the formation of knowledge and skills in children. In order to achieve a positive result in the development of a child's personality, he must have self-confidence and a positive emotional attitude.

Key words: emotion, individual, person, affect, feeling, mood, tension, tension, motive, motivation, instinct, need, mental, intense, behaviour, facial expression, gesture, reaction, emotional tone, perceptual image.

Introduction. In recent years, a number of theories and opinions have been put forward regarding the concept of "emotion" and its emergence. The category of emotion in psychology was studied by scientists in the 20th century. Until this time, emotions and feelings were not studied by scientists. However, psychologists believe that the emotional state is expressed by affect, emotion, mood, and stress. Emotion is a Latin word meaning "excitement, feeling, concern". That's, emotion is related to psychological processes and is manifested by instinct, need, motive, and events in the individual's life. Feelings are the highest form of a person's attitude to things and events in connection with personality development, and are expressed in accordance with stability, generality, values and needs.



Analysis of literature on the topic. Not only the comprehensive adaptation of the child to social life, but also relying on this level lays the foundation for his future development. In order to improve the emotional state of the child in the implementation of the main tasks of education at different age stages, it is necessary to pay attention to the compatibility of the pedagogical and psychological conditions created in the preschool educational organization with communication and activity. The activity of the child is considered very important and has “universal” importance. In the process of activity, the child learns to use various objects and things, plans his actions, organizes his thoughts, and applies the knowledge he has acquired. According to psychologists, the foundation for the formation of mental characteristics and abilities is created during early and preschool childhood.

The concept of affect is also a Latin word, and it is excitement, fear, anxiety, a short-term and strong emotional state, which is associated with sudden changes in the functions of the internal organs of a person under the influence of life situations. are changes [9, p. 65]. Affection appears as a result of people not being able to find ways out of dangerous and unexpected situations. In this case, a person's attention is focused on a complex situation and situation that causes an affect. However, affect affects the human mind and causes memory loss or amnesia. Therefore, it is important to speak in a natural tone while communicating with preschool children, taking into account their age and individual characteristics. Affect differs from emotion in that fear and anxiety are strongly expressed in the child's personality. Feelings change under the influence of events and affect the directions of human activity.

Emotion directly affects to the mood. Mood is manifested on the basis of stability of emotional state or weakening of intensity, mental state of the individual [7; p 445]. Mood changes mainly under the influence of external factors, i.e. weather, life situations, human health, physiological state, communication, meetings and successes. Mood swings in preschool children are directly related to their emotional state. Emotional stress occurs if adults mistreat them, if they are given an excessive academic load, if a healthy lifestyle is not established correctly. That is, if the child's body is affected by a negative external environment, it occurs as a result of long-term tension or negative emotions [7; p 810].

According to K.E. Izard and S. Tomkins, “emotions create a motivational system. Emotions have a positive effect on human behavior and increase motivation” [7; p 811]. Some scientists believe that emotions are short-term, while others confirm that people are always influenced by emotions, and behavior and affect are not different. It is known that emotions have a negative effect on human behavior and cause psychosomatic diseases.

Naturally, physiological and psychological development occurs intensively in children of preschool age. Many changes take place in the child's body, for example, the size of the internal organs increases. Muscles are strengthened, the brain and spinal cord become more complex. Sight, hearing and skin-feeling and movement senses develop. All these processes affect the mental, personal and emotional development of the child.

The evidence listed above supports the fact that emotions play an important role in a child's life at preschool age.

T.A. Danilina said that “at this age, emotional reactions are impulsive and have a direct description. Emotions are more expressed in the early years compared to the pre-school period. Because a child cannot control his emotions and worries at an early age. Emotions drive their behavior. Therefore, emotions occur more strongly and involuntarily” [5; p 77]. Adults can



easily determine the emotional state of children, because they quickly understand the child's facial expressions and actions.

At the end of early infancy and at the age of three, the crisis begins, that is, difficulties arise during the transition from one age to another. This sometimes causes affective behavior in children. This emotional state occurs when a child wants to perform an activity independently and there are no adults around him, because they do not provide support. Due to the lack of attention of adults, the child shows negative behavior. Affective behavior is easier if adults monitor the child's actions and help him. Only when pre-school education is meaningfully organized, children's affective behavior can be sharply manifested or reduced in intensity. The child's emotional state gradually becomes stable.

P. M. Yakobsons has studied the changes in the child's feelings and emotional state during the transition from early childhood to preschool. The feeling that comes to the surface changes from one to another, and new types of emotional state appear. At first, the child is interested in things and events around him, but later his interest fades. Instead, new events attract the child's attention [13; p 114]. During preschool age, the child's emotional world changes and manifests itself in different ways. As the child's age changes, emotions become more complex, instead of joy, anger, fear, etc., surprise, annoyance, sympathy, sadness, and indignation occur. The changes that have occurred are reflected in the external emotional state of the child. Children gradually show their emotions through laughter, looks, facial expressions and gestures.

According to A. V. Zaporozhes, "preschool age is connected with the appearance of new emotions, changes in the types and contents of the child's activities. At the age of three, emotional reactions appear in the child, which affects his feelings and attitude to the people around him. In early childhood, children imitate adults" [14; p. 97-98]. Adults draw children's attention to the structure and color of objects and objects. Children of the first age are interested in shiny and bright things. In preschool age, children understand the events around them, distinguish objects by color and shape, and begin to discuss with adults. Children enjoy colorful things and objects (clothes, toys), begin to understand the work of art. Training and didactic games develop intellectual emotions, such as surprise, curiosity, confidence or hesitation in one's own conclusions, and joy at finding a solution.

L.M. Wecker did not separate emotions from cognitive processes, and this made it possible to identify emotional processes.

1. Emotional tone, i.e. sensing different things and things, events.
2. Sensing through perceptive images and imagination. Senses: visual, auditory, kinesthetic, painful.
3. Intellectual emotion.
4. Moral feelings. The cognitive component has a complex structure and is expressed by feeling social values [1; p 150].

In the preschool period, he gives an independent opinion on the surrounding situations, without realizing it, the child's behavior is formed on the basis of motives.

Analysis and results. Children begin to distinguish between emotions (joy, pleasure, fear and sadness) in preschool age. He/she especially understands emotions expressed by facial expressions, expresses certain emotional states, and sometimes has difficulty. Children quickly learn the feeling of joy, and later begin to understand sadness and anger. Babies have a wide



range of opportunities to express emotions with facial expressions and facial expressions. Some children perceive positive emotions more slowly than negative emotions.

Motives appear in children as a result of the influence of various situations. However, if the child's wishes are limited, even if he can control his free behavior, the adults' refusal to allow him slows down his activity. At the preschool age (3-4 years old), moral standards are formed on the basis of internal qualities, voluntary qualities begin to develop gradually. 6-7 year old children begin to feel their willpower. In children, when the time comes, actions develop in a goal-oriented manner.

Motives cause children to realize their wishes and desires, and the concept of moral motive, i.e. "should" serves as one of the important mechanisms of voluntary action in exceptional cases. Moral feelings affect other motives as a driving force. Self-awareness, the concept of "I" is formed. Impulsive behavior prevails in preschool children, and voluntary behavior is manifested at a high level in preschool age.

Game motives also activate cognitive and communicative motives in children. The game is a means of developing emotional processes in children. In preschool age, self-awareness, self-image, personal qualities, abilities, reasons for failure develop and the image of "I" is formed. First, children begin to tell their gender, name, place of residence, and later their activities in social life.

Self-evaluation is sometimes stable, sometimes unconscious. It causes satisfaction or dissatisfaction with the activity being performed depending on the situation. The study of the mental development of the child's personality confirmed that their individual and personal qualities differ from each other. Individual quality is primarily related to the ability and character of the child. Personal qualities of children are formed under the influence of social environment. Therefore, by paying attention to the development of the child's abilities, by organizing activities and communication based on individual characteristics, the formation of positive qualities is achieved.

Conclusion. Educators determine the individual characteristics of children based on their character. The child acts impulsively, that is, he can be influenced by the external environment or emotions. Children of preschool age have involuntary attention and quickly switch from one activity to another. His mood is also changeable and sometimes he cannot adapt to changes. Starts an activity with difficulty. Some children are accepting of the whole being, quick to get into relationships, trusting others around them, or introverts who have difficulty entering different situations and unfamiliar people. When various situations occur, the child should be encouraged to self-assess and reflexive activities. As a result, they develop positive emotions.

The individual qualities of each child are manifested in his manners, behavior, character, communication with others, and self-relation. The listed qualities are important in the formation of a child's personality structure. There are also problems in children's mental development, i.e. they may become aggressive and anxious. Aggressiveness or anxiety arises as a result of overcoming difficulties and obstacles in the child's life. He tries to organize his activities and achieve high results. These qualities are considered a necessary component for leadership. Aggressive behavior is negative and causes a tendency to misbehavior in a child. Aggressive behavior often arises from conflict, striving for what one wants by force, under the influence of rudeness. Anger occurs as a result of anxiety, self-defense, war-quarrels, non-observance of rules of conduct. Unhealthy family environment, problematic situations, relationship breakdown with loved ones can cause anxiety and excitement in children. However, anxiety



and worry increases the child's observation, provokes his reactions, encourages systematic organization of his activities, teaches him to avoid unexpected and dangerous situations. The most important thing is the basis for the formation of knowledge and skills in children. In order to achieve a positive result in the development of a child's personality, he must have self-confidence and a positive emotional attitude. It is important for every child to understand his positive and negative qualities, to analyze his achievements and shortcomings, to have the ability to evaluate himself.

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