

EMOCIONĀLAIS KOMPONENTS PIRMSSKOLAS VECUMA BĒRNA GRIBAS ATTĪSTĪBĀ

Emotional Component in the Development of a Pre-schooler's will

Dagnija Vigule

Rīga Teacher Training and Educational Management Academy

Abstract: *The significance of emotions in the formation of the pre-schooler's will should be emphasized, as joy and interest are activating work of the person and increasing activity and action that both are indicators of will. Limitations in the child's performance, assigning him/her a passive role, and damping of the pre-schooler's initiative leads to the loss of a joy and in the meantime the development of will is hindered. The aim of study – theoretical and empirical research of the significance of emotional component in the development of pre-schooler's will.*

Keywords: *development of will, interest, joy, pre-schooler*

Introduction

Ievads

As time flows science and technologies are developing and values are modified; thus also the aim of the upbringing, that always has been determined by the perceptions dominating in the society, changes (Cole, 1988). The topical aim of the self-development, which is emphasizing idea about self-realization in society with the help of independent thinking and reasoning (Gudjon, 1998), to some extent meets the upbringing ideal of the pedagogue from independent Latvia – well-educated, spiritually rich, active and ethic personality. Significant role in the upbringing ideals is assigned also to the fostering of will as one the main education tasks (Dēķens, 1921: 30). Development of the will is formation of harmonic, well-balanced and strong personality that has wisdom, clarity of mind, personality that is continuously striving for virtuous and good. The foundation of the personality is active and good, personal-values-driven, persistent will; without the will person does not have individuality or social values (Birkerts, 1923; Dāle, 1944). Will is the ability of the person to regulate own actions, behaviour and activities consciously and purposefully to achieve the targets set.

All activities of a pre-schooler are accompanied by the emotional mood; any emotions have motivating function and they may be considered to be “origin of the willpower” (Birkerts, 1923: 334) that “gives particular form and type to the (child's) psyche” (Štāls, 1929: 31). Positive emotions (joy, interest) are activating work of the person and increasing activity, while negative emotions are forcing person to be passive and do not develop his/her human nature (Ness, Ingvars, 2001: 87). Under the influence of negative feelings person's ability to feel the surrounding world reduces or is blocked at all, whereas joy encourages person to be active, learn new skills, discover, study, increases self-confidence,

gives satisfaction, promotes physical and mental wellbeing, wellness of the child, and is the main element in the development of will (Наторп, 1911: 153). Successes and joy for the achieved are the preconditions necessary for any activity of a child, therefore joy, unlike other basic emotions (fear, anger), should not be controlled, but facilitated, developed (Лафренье, 2004).

Aim, methods and materials *Pētījuma mērķis, metodes un materiāli*

The aim of the research is theoretical and empirical study of the emotional component in the development of the pre-schooler's will. Within the framework of the issue the drawings of children aged 5–7 and attending various pre-school education institutions were analysed. Totally research engaged 253 children (124 girls and 129 boys). Children pictures were analysed basing on theoretically pre-developed, substantiated indicators (Смирнова, Медведева, 2004; Венгер, 2007) and with the help of analytically-statistic methods (IBM SPSS Statistics 19). Theoretical background of the research is findings of Latvian and international pedagogues and psychologists on interrelations between the emotions and will serving as a base of the pre-schooler's conscious activities.

Results *Pētījuma rezultāti*

When investigating emotional mood and stability of the pre-schooler children were asked to draw their favourite toy (daily object), as motivated activity arises when joy and interest meets. Children drawings are one of the “thousand languages” (Mukherji, Albon, 2010: 173) with the help of which child shows his/her inner world, experience and emotions. When drawing a particular object, child accidentally, or sometimes knowingly, is expressing also his/her attitude, because picture is encrypted message about the emotional experiences of the pre-schooler.

To increase the objectivity of the research and to verify the study results analysis of the children drawings was carried out in line with the theoretically pre-developed, substantiated indicators (Смирнова, Медведева, 2004; Венгер, 2007). Within the analysis of children pictures particular attention was given to:

- 1) colour gamut used in the drawing;
- 2) details supplementing the drawing, e.g., character mimics;
- 3) story of the drawing.

Warm colour gamut, bright colours as well as happy, smiling face indicates good emotional mood of the child. Drawing story that is showing happy events or supplementing details like flowers, clouds, or birds usually are indicators of positive emotions. Whereas drawing in black and white, clear drawing outline,

sharp lines, teeth, canines, nails, horns and fists mean alienation, negative emotions and negative attitude. Also weapons (pistols, swords, sticks) and drawing story showing fight are telling about aggressive behaviour (Смирнова, Медведева, 2004: 28; Венгер, 2007: 151).

Aggression reflected in the children drawings may tell about child's fatigue, fear, worries that arise when control over the surrounding events is lost and there are some obstructions in the emotional – will – sphere. Inattention to child, his/her interests, severity and punishments are making child nervous and militant. Aggressive behaviour can be observed also if there is a “stock of hopeless rage” (Erikson, 1998: 61), child can not implement the idea, finish started activity and he/she has to unconditionally obey adult, do what has been told without seeing the point of the offered action, thus child's will is offended. In childhood, during the formation or development of will, it is important to avoid unconditional obedience to external regulation. Obedience that is based on fear to be punished or hope to be rewarded does not facilitate development of will features. Child, who is thought to obey authority orders and opinion without objections and explanations, later also will expect and require the same obedience, because aggression is manifestation of the authoritarianism as inclination of the personality.

When analysing children drawings, particular attention was devoted to the child's story about the picture. Feeling of freedom and ability to act in line with the intention are reflected also in child's story when making comments on own work. Analysis of the children comments show that 129 pre-schoolers only named what has been drawn, while 81 pre-schoolers commented own work and explained why this toy is his/her favourite and what he/she likes to do with it. Boys were telling about their drawings more and more willingly (69 boys), as compared to girls (52 girls).

When drawing the favourite toy 76 girls and 97 boys draw only the toy, pictures were not supplemented, whereas 48 girls and 32 boys chose to add also other objects to their drawings (see Table 1).

1. tabula

Bērnu zīmējumu izvērtējums
Assessment of children drawings

	Only toy is shown in the drawing	Drawing is supplemented with other elements
Boys	75.19 %	24.81 %
Girls	61.29 %	38.71 %

In drawings depicting only single toy 43 (56.58%) girls and 65 (67.01%) boys were using warm colours, pictures were supplemented with flowers, sun, toys were drawn with smiling, happy faces (see Table 2). Also children comments indicate that *toy is beautiful, sweet, tender and there is no place you can go without it.*

Zīmēto rotālietu izvērtējums
Assessment of drawn toys

	Only toy is shown in the drawing	
	Toy is drawn with warm colours, supplemented with flowers, sun etc, face is happy and smiling	Toy is drawn in black and white, with dark, pale colours, aggressive details – teeth, canines, fists etc.
Boys (97)	67.01 %	32.99 %
Girls (76)	56.58 %	38.42 %

Black and white pictures and not coloured outline, aggressive details were observed in pictures of 33 (38.42%) girls and 32 (32.99%) boys. Small and inexpressive drawing, sharp lines, polylines, sad face of the toy all are the main characteristics seen in girl pictures.

In its turn, toys in boy drawings have hands in fists, obvious nails in animal paws, sharp crocodile teeth, horns, only weapons are depicted, tank. In seven drawings made by boys there are toys holding guns. Knights have swords, Tarzan – spear, soldiers and penguin have pistols. When drawing robots or various cartoon characters (Batmen, Transformer) boys have chosen cold, dark colours, drawing includes also dark and sharp lines, polylines. Police cars are drawn with working signal lights.

When analysing supplemented drawings of children (48 girls and 32 boys) it can be seen that girls (81.25%) and boys (59.38 %) with the help of warm colours have added flowers, hearts, sun, clouds, trees, birds, butterflies to their pictures or those are drawings with plot or storey (small dog is sitting next to the doll, rabbit is holding a carrot) (see Table 3).

Papildināto zīmējumu izvērtējums
Assessment of supplemented drawings

	Drawing is supplemented with other elements	
	Toy is drawn with warm colours, child has depicted happy event	Toy is drawn in black and white, with dark, pale colours, aggressive story
Boys (32)	59.38 %	40.62 %
Girls (48)	81.25 %	18.75 %

In eleven (22.92%) pictures drawn by girls there is explicit and clear, happy story – Lumpy the heffalump together with friends (Vinnie the Pooh, Piglet and Roo) are going to birthday party (girl aged 6); Carlson is celebrating birthday and several children have come to greet him (girl aged 5). Only three (9.38%) boys have drawn pictures with story showing happy event.

Drawings of nine (18.75%) girls are in black and white, characters have not been coloured, toys have sad faces, there are sharp lines and polylines. In three pictures the dominating colours are from the cold gamut. A six-year-old girl when commenting her picture said that she meets the dog living in her bad only in summers. In drawings of 13 boys (40.63%) there are details and plots characterising aggressive behaviour – cartoon characters Ninja Turtles are fighting with swords, Spiderman is throwing nets. Soldiers in black and white with angry faces and weapons are shooting to each other, *helicopter is dropping bombs* (boy aged 6), *black dragon is spiting fire* (boy aged 7). *Vikings are defending good ones and fighting with pirates, Vikings have lights at the back part of the ship, while in front – mermaid and minute gun* (boy aged 6). Vikings in this drawing are in black and white and minute gun is black. Child may have a trend to choose hateful characters if in the surrounding environment he/she has negative emotions (fear, anger).

The fact that in pictures of 34.39% children there are colours, lines and details indicating negative emotions and negative attitude shows that in pedagogical process more attention should be devoted to positive emotions, spontaneous joy in the attitude towards the child and his/her actions. Satisfied and happy child is self-conscious, active, interested in new things, may accomplish tasks better and reach his/her goals.

Analysis of the theoretical literature shows that already starting from 20-ties and 30-ties of the 20th century works of Latvian pedagogues are emphasizing issue on the importance of positive emotions in the person's life. Too less attention in the upbringing is given to the active joy that is "movement towards and not standing still at achievements" (Dauge, 1912: 69). Very strong limitation of the child's activity, own actions, making him an observer, not encouraging his/her initiative leads to the loss of the possibility to feel joy and in the meantime the development of will is hindered. Presence of the positive emotions facilitates the development of will, as "if our lives are lived in line with our will, we have the joy of will" (Students, 1998, 198).

Also our scientists (Goleman, 1995; Изард, 1999) are underlining the issue on the role of positive emotions in the development of a personality, saying that until the 80-ties of the 19th century in psychology the role of emotions in person's life is ignored, in scientific psychology they have surprisingly humble place (Изард, 1999). Thus modern society has stereotypes when looking to the person, as giftedness and talents are regarded only from the intellectual point of view, nevertheless person may not only think talented, but also feel talented.

World of emotions and feelings is significant for psychological, mental and moral development of the person, as formation of the person's value system and moral character are closely related to the emotions. Mind, when choosing a target, is seeking means to reach it and participates in the implementation of the aim, still main role in the decision-making, choice of activities, achievement of the goal is fulfilled by emotions and not mind judgements (Schutz, 1967;

Goleman, 1995; Изард, 1999). Interaction between the joy and interest is a base of every conscious action (Изард, 1999: 135), readiness for particular activities (Лафренье, 2004: 244). Positive emotions are one of the best means of motivation, as they:

- hinder negative emotions;
- promote expends of positive energy;
- prepare for any, even the hardest, task;
- pushes to achieve as various aims as possible (Goleman, 1995).

One of the main tasks to be accomplished by the pre-school teacher is to acknowledge and develop natural sense of joy in child that is “nothing more than an action” (Štāls, 1929: 56) and is “the real nature of child” (Dauge, 1925: 100). Moreover, pre-schooler has a natural need for joy and happiness. Child is willing to satisfy the necessity for fun as an active creator of happy emotions and not as an observed of joy. Fun is arising when knowing something new, acquiring new skills and knowledge, recognising own abilities (Schutz, 1967, 15). It comes spontaneously, when person (child) meets himself/herself and the world, when good physical condition is accompanied by pleasant external impression that is arising interest.

Interest is based on needs; they are rising interest and maintaining it. Interest is characterising child’s activity since the first day of his/her life and no development can take place without it, because it has great motivating power. No skills can be acquired without interest and no information acquired form the world as well as no relationships with other people can be formed (Лафренье, 2000, 93). Interest is a foundation of every activity, driver of the child’s development, which Ed.Pētersons (1931) defines as long-lasting joy. This long-lasting joy may exist only if it is accompanied by the activity of will. The interest initially related with feelings gradually becomes an activity of will that in the meantime facilitates and disciplines child’s will. If from the motives point of view the activity takes place successfully, the positive emotions are arising, while if unsuccessfully – negative. Positive emotions are favourable precondition for the development of child’s will, whereas negative are hindering formation and development of child’s will features. Because of the mentioned reasons adults are trying to guard child from the negative emotions and are striving to maintain child’s positive emotions with activities and plays strengthening them.

Conclusions

Secinājumi

Within the framework of the research it was concluded that both are important theoretical insight into the problem and implementation of the theoretical findings in pedagogical work at pre-school. Joy and interest are the best

motivation, favourable preconditions for the development of child's will. Analysis of the children drawings shows that in the practical upbringing:

- natural sense of joy arising along with the recognition of own abilities in a work significant for oneself should be supported;
- child's interest, which is characterising activity and encouraging will, driving further development of the personality, should be facilitated.

Kopsavilkums *Summary*

Šobrīd aktuālo pašattīstības mērķis, kas akcentē domu par personības pašrealizāciju sabiedrībā ar patstāvīgas domāšanas un spriestspējas prasmes palīdzību (Gudjons, 1998), iespējams sasniegt pievēršot uzmanību gribas audzināšanai. Personības pamatu veido darbīgā un labā, uz personīgām vērtībām virzītā, neatlaidīgā griba, bez gribas cilvēkam nav ne individuālas, ne sociālas vērtības (Birkerts, 1923; Dāle, 1944). Griba ir cilvēka spēja apzināti un mērķtiecīgi regulēt savu rīcību, uzvedību un darbību izvirzīto mērķu sasniegšanai. Gribas audzināšana ir harmoniskas, līdzsvarotas, spēcīgas personības veidošanās, kurai piemīt gudrība, prāta skaidrība, kura nepārtraukti tiecas pēc tikumiskā, labā.

Visas pirmsskolēna darbības pavada emocionāls noskaņojums, jebkuras emocijas pilda motivējošu funkciju, un tās var uzskatīt par „gribas spēka pirmavotu” (Birkerts, 1923: 334). Prāts, izvēloties mērķi, meklē līdzekļus tā sasniegšanai un piedalās mērķa realizācijā, tomēr galvenā loma lēmumu pieņemšanā, darbību izvēlē, mērķa realizācijā ir emocijām, nevis prāta spriedumiem (Schutz, 1967; Goulmens, 1995; Изард, 1999). Pozitīvās emocijas aktivizē cilvēka dabu, rosina darboties, apgūt jaunas prasmes, izzināt, veikt atklājumus, rada pārliecību par sevi, sniedz apmierinājumu, veicina bērna fizisko un psihisko labklājību, labsajūtu. Prieka un intereses mijiedarbība ir pamats jebkurai apzinīgai darbībai (Изард, 1999,135), gatavība noteiktām darbībām (Лафренье, 2000, 244).

Atrodoties negatīvo jūtu iespaidā, samazinās vai pat vispār tiek bloķēta cilvēka spēja sajūst pasauli, jo negatīvās emocijas padara cilvēka dabu pasīvu (Ness, Ingvars, 2001: 87). Var teikt, ka pozitīvas emocijas ir labvēlīgs priekšnosacījums bērna gribas attīstībai, jo, ja „mūsu dzīve norit saskaņā ar mūsu gribu, tad mūsos ir dzīves prieks” (Students, 1998: 198), bet negatīvās kavē bērna gribas īpašību veidošanos un attīstību.

Izzinot pirmsskolēnu emocionālo noskaņojumu, stabilitāti, jo motivēta darbība rodas, satiekoties prieka un intereses emocijām, bērni tika lūgti uzzīmēt savu mīļāko rotaļlietu (ikdienas objektu), ar kuru viņi vislabprātāk spēlējas. Bērnu zīmējumi atklāj, parāda bērna iekšējo pasauli, pieredzi un pārdzīvojumus. Zīmējot kādu objektu, bērns nejauši, bet citreiz apzināti, pauž arī savu attieksmi, jo zīmējums ir šifrēts vēstījums par to, ko bērns pārdzīvo. Lai paaugstina pētījuma objektivitāti un verificētu pētījuma rezultātus, bērnu zīmējumu analīze tika veikta, sekojot, teorētiski izstrādātiem, pamatotiem rādītājiem.

Tas, ka 34,39% bērnu zīmējumos atrodamas krāsas, līnijas, detaļas, kas vēsta par negatīvo emociju klātbūtni un noraidošu attieksmi, liecina, ka pedagoģiskajā procesā lielāka uzmanība veltāma pozitīvajām emocijām, spontānam priekam attieksmē pret

bērnu, viņa darbībām. Apmierināts un priecīgs bērns ir pārliecināts par sevi, darbīgs, ieinteresēts jaunajā, daudz labāk var paveikt izvirzītos uzdevumus, sasniegt savus mērķus.

Pētījuma gaitā secināts, ka svarīga ir gan teorētiska problēmas izpratne, gan teorētisko atziņu īstenošana pedagoģiskā darbā pirmsskolā. Prieks un interese ir labākais motivācijas veids, labvēlīgs priekšnosacījums bērna gribas attīstībai. Audzināšanas praksē:

- atbalstāma pirmsskolēna dabiskā prieka izjūta, kas rodas līdz ar savu iespēju apzināšanos sev nozīmīgā darbībā;
- sekmējama interese, kas raksturo gan bērna darbīgumu, gan rosina gribu, virza personības tālāku attīstību.

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Dagnija Vigule	Riga Teacher Training and Educational Management Academy Imantas 7.līnija 1, Riga, Latvia, LV-1083 E-mail: dagnijavigule@inbox.lv Te.: +371 29134066
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