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CORRECTION EMOTIONAL SPHERE OF PLAYING PRESCHOOL CHILDREN

Formulation of the problem in general . Preschool children is a short segment of human life , only the first seven years, but they are very important . During this period of development is never as rapidly and quickly . With quite helpless , nothing being able being a baby turns into a relatively independent and active personality. Get some development on all sides of the psyche of the child, thereby laid the foundation for further growth. One of the main psychological development in early childhood is laying the foundations of personality.

The child becomes aware of his "I" , their activity , an activity starts to objectively evaluate yourself . Formed subordination reasons : the ability to subordinate their immediate impulses conscious goals. The kid learns to a certain extent control their behavior and activities, predict its outcome and monitor performance. Complicated emotional life preschooler : enriched content emotions generated higher feelings. A small child does not know how to manage emotions . With the development of the emotional sphere preschoolers feelings become more rational , obey thinking. But it occurs when a child learns morality and correlates them their doings. Preschooler learns to understand not only their feelings, but the feelings of others. A child can empathize, sympathize book heroes , play , transfer of plot to roleplay different emotional states . Development of the emotional sphere promote all the activities of the child. The emotional experience of the child , that the experience of experiences can be both positive and negative, which directly affects the well-being of current scientific evidence suggests that positive

childhood experiences , including trust , openness , willingness to cooperate , is the foundation for future positive self- identity. For the mental health of children requires a balance of positive and negative emotions that maintains composure and behavioral conduct. Disorders of emotional balance leads to emotional disorders, abnormalities in the development of personality , problems of social contacts . Before the teacher challenged : to teach a young child to control his emotions and promote preschool children in a positive emotional mood , freed from tension, stiffness , develop and adjust the emotional sphere of children.

Analysis of research and publications. The problem of emotions have been addressed by many domestic and foreign psychologists. About one-sidedness of modern foreign theories of emotion in some way prove very names , " psychoanalytic " (Freud, Holt, Dove), " intellektualistychna " (Spencer), " cognitive " (Arnold), " activation -energy " (Spencer). Domestic researchers LS Vygotsky , AN Leontiev, SL Rubinstein , drew a number of key provisions on , depending on the nature of the emotions of the subject, which regulates their role in these activities and their development in the process of assimilation by the human social experience. They argue that emotion is a special form of relationship to objects and phenomena , and there are three aspects of this process : 1. Aspect experience (S. Rubinstein , H. S. Shynharov). 2. The aspect ratio (P. Jacobson , V. Myasishchev). 3. Aspect display (VK Vilyunas , YM Vekker , GA Fortunatov). According to the first view, the specificity of emotion is the experience of events and relationships. SL Rubinstein believed that "the feelings expressed in the form of experience of the subject attitude to the environment, to what he knows and does".

The purpose of the article: - outline the prospects for the study of emotional disorders in preschool children and the possible ways of correction through the game.

The main material : In recent years, accumulated a large number of facts, systematized set of observations about emotions gained extensive experience of the pilot study . In the accumulation of facts already beginning to emerge outlines an

integrated system. Human life is full of different phenomena , objects , and nothing leaves him indifferent. All the emotions and feelings that he feels kind of his subjective attitude to reality, they experience that turns directly into his field of perception. Emotions and feelings are synonymous concepts , but not equivalent. Emotions is the human response to the impact of internal and external stimuli that have a strong subjective color. Emotion is expressed uniquely experienced person relationship to reality. Emotions play an important role in children's lives . Not every adult is able to understand the whole range of their experiences. But for a child , this task becomes even more difficult. Children do not always understand their emotions even simple , the more difficult for them to understand those different emotions that arise in the expansion of their relationship with the outside world. The key moments of emotional development of children of preschool age are:

- The development of social forms of emotional expression ;
- Formed a sense of duty, are further developed aesthetic, intellectual and moral sense;
- Due to the language of emotions become conscious ;
- Emotion is an indicator of the general condition of the child, his mental and physical health.

A more detailed look at the development of children's emotional sphere of the sixth year. Child sixth year of being emotional : feelings prevail over all her aspects of life by providing them with a special color. It is full of expression - her feelings quickly and brightly flashing . The child , of course , already knows how to be discreet and can hide fear , aggression and tears. But it happens in the case where it is very, very necessary. The most important source of strong feelings of a child - his relationship with others adults and children. The need for positive emotions from other people determines the behavior of the child. This need creates a complex , multifaceted sense of love, jealousy , compassion, jealousy and so on. When neighbors and family love child well treat it , recognize it right , always attentive to her, she feels a sense of emotional well-being assurance of security.

Under these conditions develop cheerful , active physically and mentally healthy child . Emotional well-being contributes to the normal development of the child, the development of his positive qualities friendly to other people. It is in terms of mutual love in the family of the child begins to learn to love herself. Feelings of love, affection to loved ones, especially to parents, brothers , sisters, grandparents , child forms as psychologically healthy person.

If we evaluate the features of the feelings of the child in the sixth year of life, it must be said that at this age it is not protected from the variety of experiences that she immediately appear in daily communication with adults and peers. Her day full of emotions. In one day fit experiences sublime joy shameful envy , fear, despair , understanding and complete exclusion of the other . Child sixth year of life prisoner of emotions. On each occasion that throws life experiences. Emotions shape the child's personality and tire her to exhaustion . It ceases to understand ceases to rule ceases to be a good boy or girl , the good kid who may be. She needs a break from their own feelings.

For preschool children develop emotions , becoming more complex and intellectualized nature. For school age actually begins to form the child's personality , with this process is closely linked with the development of the emotional sphere, with the formation of interests and motives , which , respectively, determined by the social environment , especially typical for this stage of the development of relationships with adults. The importance of the study of the emotional sphere , including the emotional attitudes of preschool children O.Zaporozhets emphasized . He argued that the education of the senses from the first years of life is the most important task , because how will assimilate knowledge and skills is critically dependent on the emotional relationship of the subject to others and the environment. Formation of a large part of the emotional experience of the child , including the dynamics of expressive action , adequacy of emotional response of empathy, self-regulation and expression of personality characteristics of the general emotion, anxiety, sensory , frustronosti occur mainly under the influence of these factors in the preschool period . In this regard ,

some researchers suggest that the features of the emotional sphere of the child is determined by the specific conditions of her upbringing . And the more complete is the social status of these conditions , the more favorable is the development of the emotional status of the child. There is no right or wrong feelings and emotions , all of them play an important role in a child's life . And last but not least - the emotions of the child by giving children and adults know about their condition. Positive emotions such as joy , satisfaction , trust, give children a sense of security and reliability. With these emotions children feel that their world is all right , you are helping to acquire new knowledge acquired and repeat . From other emotions they bad because they warn of danger and frustration . They warn that something is wrong. Anger means that there was a child barrier. Sum leads to lower energy and gives time to adapt to the loss or disappointment. Fear motivates children to protect . Heat and please show the children that they are loved and appreciated. During the period of childhood emotional features (their strength , length, stability) vary due to changes in the general character of the child leading her motives, as well as due to the complexity of the child's relationship with the world. Together with the experience of pleasure or displeasure. related to the satisfaction of immediate desires of a child having a difficult sensation caused by how well it met its obligations , which have their value for the second persons and the extent to which follow it and the surrounding norms and rules of conduct. In order to develop the emotional sphere is necessary to provide the harmonious education of different feelings and emotions as well as to shape the child the necessary skills to manage their feelings and emotions (anger , anxiety , fear , guilt , shame , sympathy, compassion, empathy, pride , generosity , love and others) to teach children to understand their emotional states and causes that originate them. With the emotional welfare of the child is related its assessment of itself, its ability, integrity and other qualities. One of the conditions of occurrence in preschool children is difficult emotions interconnection and interdependence and interdependence of emotional and cognitive processes - two of the most important areas of his psychological development. Parenting a child's feelings should serve primarily the

formation of harmonious development of the individual, and an indicator that there is a definite correlation harmony intellectual and emotional development. Formation and correction of deficiencies emotional sphere older preschooler should be considered as a priority in the work of child psychologist. In the development of the changes in emotional child develops social expressions of feelings, emotions changing role of the child , forming emotional anticipation , a sense of becoming more conscious , generally, arbitrary vnesytuatyvnymy . On that same emotion should be based on working with children ? There are several classifications of emotions. One is the classification KE Izard that identifies ten basic emotions , each leading to different internal experiences and different external expression of feelings: interest in positive emotions, she experienced child more often than other emotions. Interest plays an important motivational role in the formation and development of skills, abilities , intelligence and creative aspirations , and provides performance. The joy of experiencing active inner satisfaction , self-confidence , self- importance, the success of the activity. If the prevailing emotion in the emotional life , the child is in a state of comfort. Surprised experience associated with the perception of something sudden, unexpected.

Sum experience the amount of disillusionment, isolation. This emotion slows mental and physical activity of the child. Anger experience resentment , dissatisfaction with something. This emotion is a component of aggressive motivation. Control it plays an important role in social development. Disgust extremely unpleasant experience caused something ugly , disgusting , nasty , ugly. Contempt experiencing profound contempt for someone (something) morally low. Contempt leads to inflate self- importance and the depreciation of the object of scorn . Situations that stimulate anger, simultaneously activating emotions of disgust and contempt. The combination of these three emotions is seen as a triad of hostility. Fear of strong feelings of fear, fear of someone (something). The experience of fear is felt and perceived as a threat to personal safety , accompanied by a sense of uncertainty, insecurity , inability to control the situation. Shame feelings of dissatisfaction with themselves. Shame motivates the desire of the child

to escape, to escape. Guilt feelings associated with the violation of moral and ethical standards. Emotions, according to the theory of Karl E. Izard, are derived. Features of the external manifestations of emotions are defined by expressive body movements of the person and intonation, tone of voice. On the development of the child's emotional sphere of preschool age showed the following values:

- Appropriate reaction to events and situations of reality;
- Differentiation and interpretation of the emotional states of others;
- Latitude range of perceived emotions, ability to verbalize emotional state;
- ;
- Adequate expression of emotion in communication.

There are quite a number of techniques that are diagnosed with emotional sphere of preschool children. "Research Methodology emotional state" sponsored by the Dorofeeva ET aimed to assess the emotional state of the child on the three primary colors. Based on the responses received conclude characteristics of social condition by change type of sensitivity. Methods "color test attitudes" by I.B.Dermnova designed to study the emotional relationship of the child to the moral norms. Research by this method are conducted individually with each child. When analyzing the results it is necessary to correlate the color assigned to each concept and its emotional significance. A brief description of each color, its emotional and psychological meanings: Blue: conscientious, quiet, slightly cold, green: independent, stubborn, sometimes stubborn, intense, red: friendly, sociable, energetic, confident, irritable, yellow: very active, open, friendly, fun, purple: restless, emotionally intense, needs emotional contact, brown, depending sensitive, relaxed, black: silent, selfish, hostile, gray: flabby, passive, insecure, indifferent. Test "emotion recognition" by which Cherednikov TV sent to aptitude recognize different kinds of simple and complex emotions. Developmental, emotional and communicative game "ABC sentiment", developed N.L.Byelopolskoyu used as a technique to study the adequacy of emotional expressions and reactions studied preschool children using this technique is determined by the individual emotional sensibility investigated.

Methods of study of the emotional sphere based on observations of teachers and parents: technique " Exploring individual characteristics of the child with emotional problems" which the authors are S.Ye.Kulachkivska and T.O.Pirozhenko intended to identify when and what kind of emotional problems occur in some children , find the features of each child their resolution , identify means to eliminate their causes. After analyzing the results of this method can be set exactly when and where the life situations of children experiencing difficulties , as it overcomes them , objective or biased their causes . Questionnaire ' emotional well-being of the child in the group "the authors Lubin G. and L. Mikulyk designed to determine the child's emotional well-being in a group of kindergarten. Information for parents prompted a number of questions that are answered , parents allow us to determine how the child feels in the peer group. Methods " Exploring social emotions ." Authors techniques , GA Uruntayeva and Afonkina YA The objective of this technique is the direct study of social emotions. First, the teacher observes the children in various activities , and conducts research in two stages. After some investigation by this method we can conclude formation of social emotions and their impact on the behavior of children of all ages.

Thus, the caregiver is required to maintain the children a genuine interest in people that surround them, their needs , teach common finding mutually beneficial solutions in conflict situations , keep striving all the time to stay in touch , get experience , even with failed communication, and most importantly - it is necessary to teach children manage their emotions.