Behavioral Disorders in Preschool Children in Groups of Preschool Educational Institutions: Causes and Ways to Overcome Them

Порушення поведінки в дітей дошкільного віку у групах дошкільних освітніх закладів: причини та шляхи їх подолання

Valentyna Romenkova
Dr. Sc. in Psychology, Associate Professor

E-mail: vromen@lu.lv
https://orcid.org/0000-0002-4464-5420

The University of Latvia (Latvia)
Латвійський університет (Латвія)
Imanta, 7 linija, – 1. Riga, LV-1083
м. Рига, Іманта, 7 лінія, – 1.
LV-1083

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ABSTRACT
The article presents the results of empirical studies of children with negative behavior in a kindergarten group, studying the causes of behavior disorders and testing the effectiveness of methods for overcoming these violations. Various approaches have been used to shape socially acceptable behavior in children.

The results of the study showed that a positive attitude towards others is primary in the development of social skills. Awareness of one’s emotional state and verbalization of states, motives, and motivations for actions is possible after the child has formed a full-fledged emotional experience. Empirical data on the characteristics of the formation of a socially acceptable model of child behavior, including the experience of a positive attitude towards peers, are generalized. Experience in using social-emotional learning in a preschool education program, including learning to name emotions,
states of others, etc. (cognitive component of socio-emotional development), shows the need to clarify the content and methods of working with preschool children.

**Key words:** behavioral disorders in children, emotional development of the child, emotional intelligence, SEA, attitude towards others.

### Introduction

The relevance of the problem of behavior in preschool children is determined by the frequency of such violations, their impact on the further development of the child and the multidimensionality and complexity of the phenomenon itself. Violations may depend on the values of the family, the style of raising the child, the psychological characteristics of the parents, especially the mother, the characteristics of the child, the skills of his behavior in the social environment, the characteristics of the environment itself, etc. These also include violations associated with clinical prerequisites. Recently, methods for correcting existing behavioral disorders have been especially intensively studied. Both at one time in folk pedagogy, the works of classics of pedagogy, and in the works of recent years, it is noted that negative behavioral habits at an early age remain to a large extent in adolescents. Thus, 40% of adolescents still have behavioral problems that appeared in preschool childhood (Shriver, 1994; Halbeisen et al., 2017).

The concepts of conduct disorder and conduct problem are different. In pedagogy, bad behavior is associated with the term behavioral difficulties. This term is explained in a similar way in different literary sources. Some behavioral difficulties are associated with resistance to the demands put forward to the child. Others consider it to be aggressive behavior (Bethere et al., 2013). The presence of behavioral problems means a violation of moral standards, failure to follow the rules of behavior – disobedience, petty theft and lies, intemperance, noise, fights, name-calling. Behavior disorder (from the Latin deviatio – deviation) is the commission of actions that contradict the norms of social behavior in a particular society (Ostrovskaya, 2007). “In ethics and pedagogy, behavior is, first of all, a person’s actions in relation to another (others), which must be correlated with culturally accepted rules and norms in human relationships. It should be noted that there are rules of behavior that are recognized by most people,
regardless of race or nation” (Popov, 2008). Behavioral disorders are actions by a child or adolescent that are inconsistent with their age and values, that violate family expectations, social norms, or the personal rights or property rights of another person (Mash & Wolfe, 2012).

In domestic pedagogy, the problematic behavior of children was viewed rather as a lack of the educational process or the qualifications of the teacher.

The concept of behavioral disorder belongs to scientific concepts developed in psychotherapy and psychiatry. Behavioral disorders such as hyperactivity can be classified as clinical conditions, as attention deficit disorder and mixed behavioral and emotional disorders. To eliminate them, medical means are required. In conversations with teachers and parents, as well as with all employees who, in connection with their profession, deal with children with behavioral disorders, all the terms mentioned above are used as equivalent, although in the latter case we can talk about neurotic deviations or severe mental illness (Bethere et al., 2013).

Foreign sources use the following terms: behavioral problems, emotional problems, conduct disorder, antisocial behavior, destructive behavior (Leigeniece, 2010). Despite the obvious relevance of the problem of negative (undesirable, antisocial, aggressive) behavior of children and adolescents, its study is associated with difficulties. The phenomenon, which covers various aspects of child development, is associated with social, pedagogical, psychological reasons, as well as with the emergence of a new paradigm of education. Thus, the experience of inclusive education, which is very valuable and certainly contributes to the socialization of a sick child (we are talking about clinically determined cases of behavior disorders), also opened up difficulties for the teacher to determine the cause of behavior problems in children, since this category of pupils does not always have an assistant, but in accordance with the law on the confidentiality of personal data, the teacher may often not even know about the diagnosis.

According to the reference psychiatric literature, behavioral disorders are considered as repeated, persistent actions or behaviors, including mainly aggressiveness of a destructive nature with a picture of deeply widespread maladjustment of behavior. It manifests itself either in the violation of the rights of other people, or in the violation of social norms and rules characteristic of a given age (Furmanov, 2011).
Behavior patterns usually related to the disorder are quite diverse, most often these are delinquency, crime, excessive aggressiveness, direct and indirect aggression, cruelty, frequent running away from home, dropping out of school, vagrancy, theft, vandalism and some others (Big Encyclopedia on Psychiatry, 2012). Podlasyi (2002), considering the types of behavioral disorders in children, arranges them in accordance with the age characteristics of the offenders, from disobedience and pranks to aggression towards others and delinquency. The author’s classification also takes into account the individual characteristics of the child: age (disobedience, pranks, mischief), social (adaptation difficulties, incorrect previous upbringing), emotional (increased emotional tension), etc. This opens up the opportunity to find methods for correcting children’s behavior as a teacher, as well as a psychologist.

It is recommended to develop an interest in others and a desire to understand them, the formation and consolidation of skills of adequate behavior, adequate self-esteem of the child, the accumulation of communication experience in different situations, the formation of a positive attitude towards peers, ensuring a healthy psychological climate, respect for the child. It is important for the teacher to find means for the child to achieve any significant goal, to offer children ways of psychological relaxation, and to create conditions for satisfying the needs for self-realization and self-affirmation (Kovalev, 2001).

In foreign pedagogical practice, attempts to prevent the development of undesirable behavior in children, or to correct it, have contributed to the emergence, since the 90s, of a number of programs to educate parents of children at risk of developing behavioral disorders, classes with problem children (CASEL, Incredible Years (IY) BASIC, etc.). Indicators of risk for child conduct disorder included subscales of hyperactivity, bullying, emotional difficulties, peer relations, and prosocial behavior. There were versions for children 3–4 and 4–16-years old. Some of these programs acted as supplements to the treatment process, some were aimed at increasing social-emotional maturity, since exposure to a greater number and combination of risk factors can lead to chronic behavior problems, ultimately leading to social, emotional and behavioral disorders. In this way, researchers and educators eliminated factors that contribute to negative behavior (Shriver, 1994; Halbeisen et al., 2017; Morpeth et al., 2017; Sutherland et al., 2018).
The theoretical basis for the emergence and wider application of pedagogical technology for developing skills of socially acceptable behavior in children, including preschoolers, was the theory of emotional intelligence. Emotional intelligence as a set of abilities to understand one’s own emotions and the emotions of other people, according to the authors of the theory, allows one to manage the emotional sphere and is a prerequisite for prosocial and other positive behavior in society, which optimizes interpersonal interactions, promotes success in life, emotional stability, and also helps people get more enjoyment of life (Golman, 2018; Thompson & Luthans, 1990; Balandina, 2017; Martinsone, 2016). Ontogenetic changes in the abilities to understand and manage emotions and targeted (training) influence on the development of individual aspects of EI are widely studied (Andreeva, 2020).

Currently, social-emotional learning is also included in the educational programs of many countries. It is the competencies of preschool children acquired in the process of mastering the program that are designed to eliminate manifestations of negative behavior in the society of peers in the kindergarten group. Thus, in kindergartens of the republic, work on the formation of social competence involves the following areas: Self-awareness: the child names and differentiates emotions in himself and in other children, knows how to express his emotions, and is aware of his strengths and weaknesses. Self-regulation: controls one’s emotions, manages one’s behavior, is able to manage stress, and motivates oneself to take certain actions. Social consciousness: shows empathy (feels the emotions of another person), shows sympathy (provides help). The child knows how to build relationships: knows how to build and maintain healthy relationships, knows how to communicate intelligently, actively listens and listens to others, knows how to resolve conflict situations, knows how to offer and ask for help. Making responsible decisions: complies with ethical standards, knows how to assess the consequences of their actions (Skola 2030, 2023). In essence, these indicators characterize a socially and emotionally mature member of society, which the child is meant to be.

Research Methods

A social-emotional learning program is currently being implemented in the kindergarten. Since development indicators apply to
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children of any age, it is necessary to clarify both the age norm for each indicator and the ways of forming a certain socially valuable property of the child’s personality.

The purpose of the study is to determine the characteristics of the development of socio-emotional personality traits in preschool children in the process of SEA.

The object of the study is a model for the formation of a positive relationship between children in a kindergarten group.

The subject of the study is the effectiveness of ways to develop the ability to determine one’s emotions and the emotions of others in developing a positive attitude towards others and overcoming negative behavior.

The study determined the level of socio-emotional development, the number and causes of behavior disorders in the kindergarten group, determining methods and techniques for developing socially acceptable behavior and assessing the effectiveness of ways to overcome negative behavior in children. Analysis of the results, in the author’s opinion, can become the basis for an idea of a model of pedagogical behavior correction.

The study involved teachers and students of pedagogical specialties of the Faculty of Pedagogical Sciences and Psychology of the University of Latvia, as well as 60 preschool children (3.2–5.2 years old) and kindergarten teachers of the Republic of Latvia. Since all students participating in the study are also educators, data obtained during observation and work with children in September – December 2023 were taken into account.

The method of observation was used by certain indicators, a survey of teachers, and analysis of the results were also used.

Results and Discussion

At the beginning of the study, manifestations of negative behavior were identified. When giving a general description of the children, the teacher noticed that the children in the group for the most part behaved very noisily and distractedly, often did not follow the rules established in the group, were worried when the teacher reprimanded them, some children had difficulty coming to terms with loss, failure, they were
very emotional and experience it. In games, everyone wanted to be first and in charge and did not know how to wait their turn. Sometimes when they fail or lose, children also become aggressive and hurt other children. Some children have poorly developed speech, which means that in conflict situations the child cannot fully explain his position or resist, because he does not speak at all.

Manifestations of unwanted and negative behavior were observed frequently and in a large number of children, so their number was subsequently recorded over several days. The quantitative indicators and structure of violations in each group were somewhat different, as was the age of the children. Here one of the groups is presented as a separate social unit. There were no children with medical reasons for behavioral disorders in this group.

Table 1
*Manifestations and frequency of negative behavior in children (Bringina, 2023)*

<table>
<thead>
<tr>
<th>Observed negative behavior</th>
<th>Total number for the observed period</th>
<th>Average rating for children in the group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobedience (does not fulfill a request)</td>
<td>23</td>
<td>1,53</td>
</tr>
<tr>
<td>Pranks (deliberate violation of rules)</td>
<td>26</td>
<td>1,73</td>
</tr>
<tr>
<td>Negativism (“no”, “I don’t want”, “I won’t”)</td>
<td>25</td>
<td>1,67</td>
</tr>
<tr>
<td>Stubbornness continuation of an undesirable action)</td>
<td>25</td>
<td>1,67</td>
</tr>
<tr>
<td>Whims (crying, disobedience to requests)</td>
<td>25</td>
<td>1,67</td>
</tr>
<tr>
<td>Rudeness</td>
<td>14</td>
<td>0,93</td>
</tr>
<tr>
<td>Resentment (incontinence in emotions)</td>
<td>36</td>
<td>2,40</td>
</tr>
<tr>
<td>Aggressiveness (damaging toys, pushing, fighting)</td>
<td>16</td>
<td>1,10</td>
</tr>
<tr>
<td><strong>Total manifestations</strong></td>
<td><strong>190</strong></td>
<td></td>
</tr>
</tbody>
</table>

The average score is calculated in points when assessing the negative behavioral manifestations of each child:

- Very often – 4 points;
- Often – 3 points;
- Sometimes – 2 points;
- Rarely – 1 point;
- Never – 0 points.
The reasons for negative behavior were also identified, common to all age groups participating in the study. They are caused by the conditions of the child’s stay in the group. If he finds himself in a new social environment for the first time, he is forced to survive in it, take a worthy place, and learn the rules of behavior. If a child integrates into the group structure with the help of an adult, this happens with the acquisition of social skills and rules of behavior.

You may notice that at first the newly admitted child stays close to the teacher. This fact means the child’s ability to communicate with an adult and trust in him. At this time, the baby experiences less social pressure from other children, he is protected, thanks to the teacher he is competent in what he has planned to do, where to go, studies the room, can ask something, ask to go to the toilet, watching how the teacher reacts to some events, learns rules of behavior, etc.

This stage lasts, depending on the characteristics of the child, quickly or for a long time to get used to a stranger, either 5 weeks or 12–13 weeks. After this, the child “goes out” to the group. All toys, all places, all roles, etc. have already been distributed there. At this time, clashes with other children are normative, since it is necessary to protect one’s place, one’s toys, and one’s dignity. During this period, it is important for the teacher to teach the child ways to peacefully resolve conflict. Children have simple laws. If in the morning, after joining the group, a boy took the car to play, then it is rightfully his. He shouldn’t “share” it. If the teacher teaches him to share toys in this situation, the child will perceive this as injustice. In addition, at the age of about 5 years, children experience normative age-related “stinginess”. If you pay attention to the list of behavioral disorders in children (Bringina, 2023), we can conclude that it is very important to respond to each situation not formally, but based on the essence of the event. “Can’t share toys, doesn’t give in...?” It may be that he does not need to give in, but needs to make a remark to the one who is taking away. This is enough for the child to learn the norm. He will try to discover ways to resolve the conflict himself. “Does not listen or hear an adult, does not answer, does not greet, and does not fulfill requests...” means that the child has not developed a model of cooperation with an adult (usually a loved one). Sometimes such a child tries to infiltrate the group himself, establishing his own rules, his own desires or unwillingnesses. The antisocial model means that the child...
will begin to influence, “communicate” with an adult, breaking rules, offending children, punishing those whom the teacher praised. The child can become vindictive and vindictive. Aggressive actions and anger during conflicts mean that the child has learned an asocial model of being in society. Forming in the initial period the skills of cooperation with an adult in such a child is a very important and difficult task.

If a child “often gets angry,” this may mean an inability to verbally explain to peers his thoughts, sentences, or insufficient speech development. It is also possible that a child who thinks and acts very quickly does not know why others act so ineptly and decide so slowly.

Problem situations are the points from which questions arise and the opportunity to answer them. The identification of such a large number of cases of resentment in children in this case means that adults react to a conflict situation formally: you cannot show emotions, you cannot break the rules, and you cannot want to be first, etc.

A positive emotional climate in a group means attention to the child and the purposeful formation of attitudes towards peers in the group.

A survey of preschool teachers (n=36) showed that 58% of respondents recognized behavior violations in their groups, 39% did not have violations, and 3% of respondents did not answer (see Fig. 1).

**Figure 1**
Results of the Educators’ Survey

![Bar chart showing the percentage of respondents with children experiencing behavior problems.]

Those who mentioned the presence of violations also explained their reasons. This is adaptation stress – 17%, fatigue and heavy workload (may be) – 0%, stress associated with family circumstances –
11%, attracting the attention of others (negative attention syndrome) – 8%, inability to speak out, formulate a request – 11%, when they act against the will of the child – 11%.

**Figure 2**
*What % of the Respondents in the Group Are Children with Behavioral Problems*

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>50%</td>
<td>11%</td>
</tr>
<tr>
<td>75%</td>
<td>8%</td>
</tr>
<tr>
<td>100%</td>
<td>11%</td>
</tr>
<tr>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>42%</td>
<td>11%</td>
</tr>
</tbody>
</table>

**SES of Preschool Children**

After studying the content and causes of negative behavior, observational indicators were selected to determine the level of development of social-emotional skills in preschoolers. They included:

1. The ability to communicate with adults (say hello, say goodbye, ask for help, fulfill requests).
2. Cooperation with peers (plays in pairs or with a group, knows how to defend his opinion and listen to others, resolves conflicts peacefully, is friendly, has a positive attitude towards peers).
3. Be able to resolve conflict situations in an acceptable way.
4. Follows the rules of behavior in the group (studies, fulfills his duties, helps if necessary, keeps clothes and shoes in order, cleans the desk).
5. Emotional development (the child is open and friendly, the emotional state is predominantly positive, there is an emotional need for peers, shows sympathy and empathy, does not hold grudges against peers for long).
(6) Tries to complete the work alone or with the help of an adult; if successful, does not boast of what has been achieved; he is inquisitive.

*Criteria for norms of social behavior of children* were selected for all indicators. For example, for 2) Collaboration with peers is:

3 points – friendly, positive mood, demonstrates good cooperation with others.

2 points – mood changes, is able to cooperate independently or with the help of others, reacts to what is said within the framework of his interests.

1 point – sometimes unfriendly or aggressive towards others, interrupts others. Doesn’t want to react to what was said.

For point 3) Able to resolve conflict situations in an acceptable way:

3 points – the conflict is resolved with words, the child is not the cause of conflicts.

2 points – in conflict situations he is an observer, does not want to resolve the conflict on his own, but does it at the insistence of others.

1 point – the instigator of a conflict situation, does not want to resolve the conflict on his own, uses physical force.

With a low level of social-emotional development, the likelihood of a child’s negative behavior increases.

**Level of Behavioral Problems:**

Low level (average score above 3) – children have well-developed skills to achieve specified criteria.

Average level (average score 2.1–2.9) – children need additional encouragement when achieving the set criteria.

High level (average score 1–2) – children have difficulty in achieving established criteria.

When planning the work, the results of studying behavioral disorders in the initial period with reference to the place in the room were taken into account. Not all children feel safe in a kindergarten group just by appearing in it. They are wary, fearful, or sad or dissatisfied. As a rule, these are children who have recently attended kindergarten. In addition, not everyone knows how to undress themselves. Therefore, a positive emotional climate is formed with the arrival of each child, he is greeted, called by name, talked to, helped, and offered an activity.
The same problematic moments are games with the distribution of toys, the use of the washroom, etc. Techniques have been developed to form a friendly attitude towards peers at these moments. These are nursery rhymes, poems, songs, finger games, conversations with children, etc. The survey showed how other teachers (n=36) overcome behavioral problems in the group (Table 2).

Table 2
Analysis of the Methods Used

<table>
<thead>
<tr>
<th>What methods do you use or might use to reduce your child’s behavior problems?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathing exercises</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Drawing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Making figures</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Movement games</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Role play</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Fairy tales</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>Visiting a relaxing room</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Encouragement or praise</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Positive disciplining (point system, limits, peace corner)</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Negotiations</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Recruitment of support staff</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Not answered</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In addition to long-developed and used methods and techniques for educating preschoolers (games, fairy tales, joint activities, drawing, etc.), social-emotional learning involves mastering the skill of being aware of one’s own and recognizing others’ emotions, both externally and in content, and analyzing one’s actions from a point of view vision of norms of behavior (before the onset of a conflict situation or emotional event), understand the meaning of rules of behavior and moral norms, be able to analyze the motives of one’s negative actions.

It is assumed that a person acts badly because he does not know that it is bad. In this way, one develops the ability to regulate one’s emotions, to “master” emotions and manage them, thereby gaining the ability to feel the same as a person in trouble feels and to come to sympathy and empathy. At the same time, the idea of emotions as a regulatory system is not considered.
Most foreign psychologists continue to search for the physiological substance that gives rise to emotionality, since according to the tradition laid down by James and Lange, emotions are a subjective reflection of changes in the body (Viliunas, 1984). The views of J. Piaget on the emotional regulation of activity, which, in his opinion, consistent with and complementing the cognitive one, provide the necessary energy for actions and operations, also fit into the mainstream of such ideas. Thus, the role of emotions is reduced to physiological processes of activation. Consequently, if excessive activation is suppressed or eliminated, the subject’s behavior becomes reasonable and socially acceptable, which, in our opinion, is very doubtful.

Some researchers emphasize the cognitive determination of emotional phenomena, in which each emotional reaction, regardless of its content, is caused by a special kind of cognition or assessment of the situation (Viliunas, 1974; 1987). Emotional statements, according to Reikowski, serve as an intermediary between the individual and his emotional reaction. Mature emotion, in his opinion, is accessible to indirect regulation, reflection, the main means of which is speech (Verkhoturova, 2012). Based on these ideas, emotions, like some life phenomena that interfere with activity, are phenomena that can be easily eliminated and controlled. In one of the manuals on SEA, the very appearance of emotions is considered a disadvantage (“It is difficult for a child to regulate his emotions and behavior. Therefore, manifestations of anger, fear and sadness can be observed in children more often”). Is it bad for a child to feel anger, fear or sadness?

According to the activity approach, emotions do not subordinate activity, but are its result and the “mechanism” of its movement. As a permanent mechanism for regulating activity, emotions are initially involved in the formation of a mental image that mediates the subject’s relationship to objective reality (Leontyev, 1987).

Fulfilling the objectives of this study requires a clear differentiation of emotional phenomena. This becomes possible thanks to the classifications of emotions developed by domestic researchers, based on the idea of the different “contribution” of different classes of emotions to the regulation of activity. We can refer to two such classifications (Viliunas, 1984; Breslav, 2007). In Breslav’s (1984) classification, emotional phenomena are conditional and are divided according to the place occupied in the regulation of activity into (a) moods (more or
less long-term emotional states that form the initial background of life activity; (b) feelings (stable emotional relationships to a certain object) and (c) emotions themselves (constructing the mental reflection and state of the body in the body). in accordance with current motives) (Breslav, 1984).

Viliunas (1984), based on the relationships and specific functions in the process of satisfying the needs of the subject, divided emotions into two leading groups: leading emotional experiences that precede and encourage activity and derivative emotional experiences that arise, in the presence of a leading impulse, in the process of activity. Based on this, he classifies the leading emotional impulses as the emotional tone of omissions and feelings, the classification of which reproduces the classification of needs, and the derivatives – emotions of anger, fear, joy, hope, etc., which are non-specific and correspond to activity in general. That is, the main emotions according to Izard (1991) are accompanying, working emotions that arise in the process of activity and depend on the need that directs this activity.

To determine the effectiveness of overcoming children’s negative behavior, two models were selected. In the first, the teacher formed a positive attitude towards peers and developed social competencies in children. In the second, the elimination of negative behavior was supposed to be achieved by training in naming emotions, mastering rules of behavior, studying one’s own and other children’s emotions, etc., i.e., cognitive suppression, which would eliminate the emotional component in the child’s actions.

Well-known and well-tested exercises were used – naming emotions on cards, a game for learning the rules of behavior, which can be played individually, in pairs, or in a group, analyzing conflict situations using pictures, acting out scenes with conflicts, outdoor games, fairy tales, dramatizations, plot maps, discussions.

In addition, dramatizations or dramatization games were carried out to depict various emotions using non-verbal means of communication; drawing and painting using non-verbal communication to express feelings and emotions. To defuse negative emotions, a calming house was used, where children had the opportunity to express their negative emotions without harming anyone (hitting a pillow or screaming until they calmed down). It was expected to correlate knowledge and ability to name emotions with manifestations of negative behavior in children.
The card asks you to evaluate the situation and try to solve it.

Watching a short film about the rules of behavior in a group in order to learn the rules of behavior and justify the need to act well, realizing the emotions of the victim, ended with a survey and conversation:

- What was the film about?
- Do you always follow the rules?
- Do you know what the group rules are and can you tell me them?
- Why do you think it is wrong to offend others?
- Why do you think we sometimes hurt others?
- Have you harmed anyone? (hit, pushed, etc.) and why?
- If someone hurt you, hit you or pushed you, how would you feel? (Kerena, 2023).

At the end of the study, the level of socio-emotional development of the children was re-determined.

<table>
<thead>
<tr>
<th>Groups of children in the study</th>
<th>Level of social-emotional skills at the beginning of the study (average est.)</th>
<th>Level of social-emotional skills in end of the study (average est.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 group</td>
<td>34.1</td>
<td>36.0</td>
</tr>
<tr>
<td>2 group</td>
<td>34.9</td>
<td>41.5</td>
</tr>
<tr>
<td>3 group</td>
<td>34.1</td>
<td>36.0</td>
</tr>
<tr>
<td>4 group</td>
<td>28.1</td>
<td>30.5</td>
</tr>
</tbody>
</table>
In all groups, the level of social skills increased, the number of negative manifestations decreased, but with the verbalization of emotions and feelings, everything was different. In the group with the model of development of awareness of emotions after watching the film, 2 people answered correctly, or answered at all. In total, 23 out of 60 children answered questions about the motives of bad and good actions, reasons, and emotions.

The observation protocol for one of the children at the end of the study indicates a change in the child’s attitude towards others.

“L., 4.6 years old. The child loves to play in a small group (group of 3-4 children) and has begun to accept the rules of the game established by other children. He is still very noisy.

Mainly wants to be with/interact with peers. The child offers his help to others, likes to feel sorry for others without prompting from the teacher, and holds hands with another child while walking. Also offers help with cleaning. Works together, participates in conversations, often emphasizes group rules, but does not apply them to his actions. Emotionally, the child wants to be with peers, he began to accept the wishes of other children. There is a noticeable greater sense of purpose in communicating with others, emphasizing the positive actions one takes.” As you can see, a child with a large number of disabilities changed as the teacher worked with him. However, he still cannot name what he feels.

This, in our opinion, is due to the different nature of the formation of feelings and moral norms.

At the first stage, an attitude towards others and habits of doing the right thing are formed. Even a very young child is asked to do the right thing at a cost to himself: “give me a treat,” “say hello,” “wave your hand.” Therefore, well-mannered and kind children in preschool age cannot justify their good deeds in the best way.

At the second stage, it becomes necessary to solve for oneself the problem of moral choice: “You can’t give all your pencils to others; you won’t have any left.” Around age 5, many children become stingier. At this moment, the verbalization of feelings and states occurs. However, the child’s decision depends on his formed attitude.

Let us present a diagram of emotional regulation of activity in children, depending on the formation of a positive attitude.
towards others. Schematically, all of the above types of regulation can be represented as follows:

I. The disadvantage of another – weak empathic emotions (primary) – emotional discomfort – short outbursts of anger. The decision is always in your favor.

II. The disadvantage of another – primary empathic emotions – emotional discomfort – anger and irritation transferred to the partner. The decision is always in your favor.

III. The disadvantage of another – empathy – passive sympathy – decrease in empathy. The decision is in your favor.

IV. The disadvantage of another is empathy; derivative nonspecific emotions at the decision stage are a positive perception of one’s altruistic decision, a negative perception of an egoistic one. The decision in most cases is in favor of the partner.

V. The disadvantage of another – full empathy – real assistance – joy and satisfaction. The decision is always in favor of the partner. This scheme can change not when the child knows how the other feels, but when his brother, or the one for whom he has sympathy, acts as the other (Kozhevnikova, 1990).

The SES Program says that a child should feel the same as a peer suffering some kind of disaster feels. According to research, in children with an unformed positive attitude towards others, this leads to anger, irritation, with transfer to the partner, and not to sympathy.

Feelings and attitudes emerge from experiences with close adults and other children, rather than from learning a cognitive schema for action that supposedly eliminates emotions. If a child scandalously asks a store to buy him a doll, and his parents inform him that they will no longer take him to the store, he will wisely remain silent. But this does not mean that he stopped wanting this doll. Emotions do not disappear anywhere, because... are a regulator of activity, over time they move to the internal plane.

It can be noted that the need for the House of Peace was precisely in the group where children were taught not to express their emotions.

Conclusions

In preschool age, the main goal of preventing behavioral problems is to develop in children a positive attitude towards others,
the development of social skills and emotional sensitivity. At this age, it is important for children to learn to adapt to the social environment, understand rules and norms, develop positive relationships with peers and adults, and learn to resolve conflicts constructively.

It is important for the teacher to determine the ways for the child to develop social-emotional skills, create an optimal psychological climate, and use methods and techniques to make the kindergarten environment suitable for solving pedagogical problems.

Any purposeful work of an adult with a child contributes to the development of his cooperation skills, increases self-esteem, and contributes to the humanization of the teaching environment in kindergarten.

It is important to specify the goals and objectives of social-emotional learning depending on the age and level of development of children. Disclosure of the process of formation of the emotional sphere of personality will help raise children as worthy members of society.

ADHERENCE TO ETHICAL STANDARDS

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Порушення поведінки в дітей дошкільного віку у групах...


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АНОТАЦІЯ
У статті представлено результати емпіричних досліджень дітей з негативною поведінкою в групі ЗДО; вивчення причин порушення поведінки та перевірка ефективності методів подолання даних порушень. Використовувалися різні підходи у формуванні соціально прийнятної поведінки дітей. Результати дослідження показали, що позитивне ставлення до іншого є первинним під час виховання соціальних навичок. Усвідомлення свого емоційного стану та вербалізації станів, мотивів, спонукання до вчинків можливе після формування повноцінного емоційного досвіду дитини. Узагальнено емпіричні дані особливостей формування соціально прийнятної моделі поведінки дитини, що включає досвід позитивного ставлення до однолітків. Досвід використання соціально-емоційного навчання в програмі дошкільної освіти, що включає навчання назви емоцій, станів інших тощо, (когнітивна складова соціально-емоційного розвитку), свідчить про необхідність уточнення змісту та методів роботи з дітьми дошкільного віку.
Ключові слова: порушення поведінки дітей, емоційний розвиток дитини, емоційний інтелект, CEO, ставлення до інших.