

## **ART-PEDAGOGICAL CONDITIONS FOR THE PREVENTION OF NEGATIVISM IN PRESCHOOL CHILDREN**

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### **ABSTRACT**

This article examines the art-pedagogical conditions for the prevention of negativism in preschool children. The article is relevant due to the need for successful social adaptation of preschool children in modern society, but the experience of upbringing shows the opposite trend in connection with manifestations of negativism in children both in their relations with peers and adults. The aim of the study is to analyze the causes and signs of preschool children's negativism, and to disclose art-pedagogy technologies in the prevention of their negativism. The methodological basis of the research is a person-centered, axiological and contextual approach in education, the concept of art pedagogy, the model of art-pedagogical conditions for the formation of coordinated pedagogical interaction in preventing preschool children's negativism, integrating these approaches. modeling of art-pedagogical conditions for the prevention of negativism in preschool children, such as a safe aesthetic environment, axiological self-management of parents and teachers, as well as art-pedagogical support of conflict situations. The novelty lies in determining the content and structure of art-pedagogical conditions for the prevention of negativism in preschool children contributing to coordinated pedagogical interaction, aimed at preventing manifestations of resistance reactions in a child's behavior. The content of a safe aesthetic environment at art lessons is defined, where children may openly and sincerely express their experiences and feel safe.

***Keywords:** art-pedagogical conditions, negativism of preschool children, safe aesthetic environment, coordinated pedagogical interaction.*

### **INTRODUCTION**

In the report of the Secretary-General of the United Nations on violence against children (Report of the Independent Expert for the United Nations Study on Violence Against Children, 2006), it was proved that there were negative trends in upbringing. It contains facts of physical and psychological violence against children caused by parents: physical punishment, as well as insults, abuse, threats, isolation, rejection, which is perceived as emotional violence. Thus, a family with unfavorable conditions of upbringing appears to be the environment in which the spiritual and moral values of a child are destroyed, which is manifested in the behavioral reactions of resistance and protest already at the preschool age.

The destructive impact on a child in a family, which stems from the mismatch of adult pedagogical interaction, not only contradicts the main principles of child-centrism, violating his or her rights and freedom, but also fixes a child's negativism in resistance reactions such as stubbornness and petulance. The use of art to make creative experience of interaction among parents, children and teachers can provide prevention of a child's negativism.

Such researchers as Abdrakhmanova (2009), Kalashnikova (2010), Torshilova (2017), Khviyuzova (1994), Yanenko (2014) and others, made an indirect contribution to the study of the problem of the prevention of children's negativism by means of art.

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Among the modern studies devoted to the problem of the emergence of children's negativism, the work of Shavyrina (2010) should be mentioned, where the author considers the most important psychological component of the influence of child-parent relations in the manifestation of negativism in children of senior preschool age.

The dissertation research of Shapatina (1999) is devoted to the coordination of parental positions. The author experimentally proves that conflict and stressful situations of parents' interaction, reflected in a child's psyche, are the cause of his or her low self-esteem, self-doubt, anxiety in the family situation and ambiguity of the Image-I. This provokes the accumulation of individual negative experiences of a child, contributing to the emergence of independent entities of a child's personality – the experience of resistance and defensive reactions to any adults' impacts. Foreign studies on this problem belong to Berns *et al.* (1993).

The following tasks were set in the research:

- to carry out an analysis of psychological and pedagogical literature for revealing the specifics of pedagogical interaction and preventing children's negativism;
- to reveal the peculiarities of mismatched pedagogical interaction as a factor in the emergence of children's negativism and coordinated pedagogical interaction as a factor in its prevention;
- to elaborate a diagnostic tool for studying the characteristics of pedagogical interaction and negativism of preschool children.

## **MATERIALS AND METHODS**

The methodological basis of the research is the anthropological approach of Ushinskii (2004); the person-centered approach of Rubinshtein (2000), Amonashvili (1995), Bozhovich (2001), Vygotskii (2005), Erikson (1996) and Jung (1997); the axiological approach of Shchedrovitskii (1975), Maslov, & Maslova (2013); the contextual approach in education of Verbitsky, & Kalashnikov (2012); the polyartistic approach of Yusov (2004); the concept of art pedagogy of Anisimov (2014).

Based on the analysis of the literature, an experimental work was performed, including the stages:

- 1) diagnostics of pedagogical interaction in the family, observation of child's negative manifestations in the peer group;
- 2) modeling of art-pedagogical conditions for the formation of coordinated pedagogical interaction in the prevention of preschool children's negativism.

To obtain data on the specifics of pedagogical interaction in a family, a set of diagnostic techniques was developed, including the methodology for determining the prevailing temperament type according to V.S. Ivashkin to identify the typological emotional and dynamic properties of a child; the questionnaire by K. Thomas "Diagnostics of the dominant style of behavior in a conflict situation", which allowed determining the dominant strategy of behavior in a parental conflict; the questionnaire "Interaction of parents with children" by I.I. Markovskaya, making it possible to reveal the features of child-parent interaction; the method of V. Karpov and V.V. Ponomareva for determining the individual measure of parents' reflexivity.

As a basis in determining the specific signs of a child's negativism in the process of observation, the qualitative characteristics of the reactions of his or her resistance, as revealed in the study of Loginova and Shavyrina (2012), were taken and transformed into a manual for a preschool teacher for the organization of monitoring the frequency of children's negativism manifestations.

To prevent children's negativism, it is necessary to create such conditions in which a child will be able to disclose the creative resources of his or her personality. At the same time, the successful self-development of all the participants in the educational process is also necessary: a child, parents and a teacher, contributing to the constructive overcoming of the emerging contradictions in socialization, as well as in spiritual and moral development of an individual. These conditions are: creation of a safe aesthetic environment, art-pedagogical support of the subjects of the educational process and axiological self-management of parents and teachers.

The operational composition of implementing art-pedagogical conditions for the formation of coordinated interaction among participants in the educational process in the prevention of children's negativism is as follows:

- 1) the use of means of artistic expressiveness (musical, art and fairy-tale activities) for the actualization of individually significant zones of a child's experiences (in accordance with V.P Anisimov's matrix of emotions, presented in Appendix 1) and the empathic attachment of adults (a teacher and parents) to the actual state of a child to create trusting and emotionally warm interpersonal relationships that ensure the satisfaction of a child's need for a sense of security;
- 2) providing such psychologically comfortable and safe working conditions allows the child to sincerely show his or her emotions, experiences and needs, and he or she is helped to verbalize them by competent adults: teachers and parents;
- 3) meeting the actual needs of the child in the structure of joint with adults search for ways of action, conditioned by the values of a family or a group;
- 4) the provision of assistance by adults (a teacher and a parent) in realizing the child's real needs in the natural conditions of his or her life.

## RESULTS

### **The results of diagnostics of negativism in preschool children.**

The study of negativism of preschool children and the specifics of pedagogical interaction among their parents was conducted from 2011 to 2015 on the basis of the municipal preschool educational institution "Kindergarten № 127" in the city of Tver and the Scientific and Educational Center for Art Pedagogy of Tver State University. In the control and experimental groups of the study, there were 107 children aged 3-6 years and their 214 parents, total 107 nuclear families. In addition, the experiment involved students from the Center for Family Education "Our Children" in Tver, 67 preschool children and 128 parents (including 61 nuclear families and 6 single-parent families). Eight teachers participated in the study.

The experimental group included children of those parents who showed their willingness to interact with teachers in developing their own reflection in educational and real situations of contradictions: 52 children and 104 parents. The control group included those children whose parents did not show any need for special work to develop self-reflection and value orientations: 55 children and 110 parents.

We would single out 67 children attending the Center for Family Education, since their parents were initially motivated to ensure that children were brought up in art-pedagogical conditions, and parents themselves actively participated not only in meetings, seminars and trainings, but also outside the groups, creating such conditions at home.

Based on the results of monitoring children's negative manifestations, it was found that all children could be divided into three groups according to the frequency of negativism in behavior: children with a low frequency of negativism, a medium one and a high one. Thus, for a low level of frequency of negative manifestations for our selection of children, there was a rare number of negative reactions –

from 0 to 8 manifestations during the follow-up period (10 working days, provided that a child was fully physically healthy), for a medium one – from 9 to 15, and for a high one – from 16 and more. The data are presented in Table 1 for children from kindergarten № 127 and in Table 2 for children from the family center.

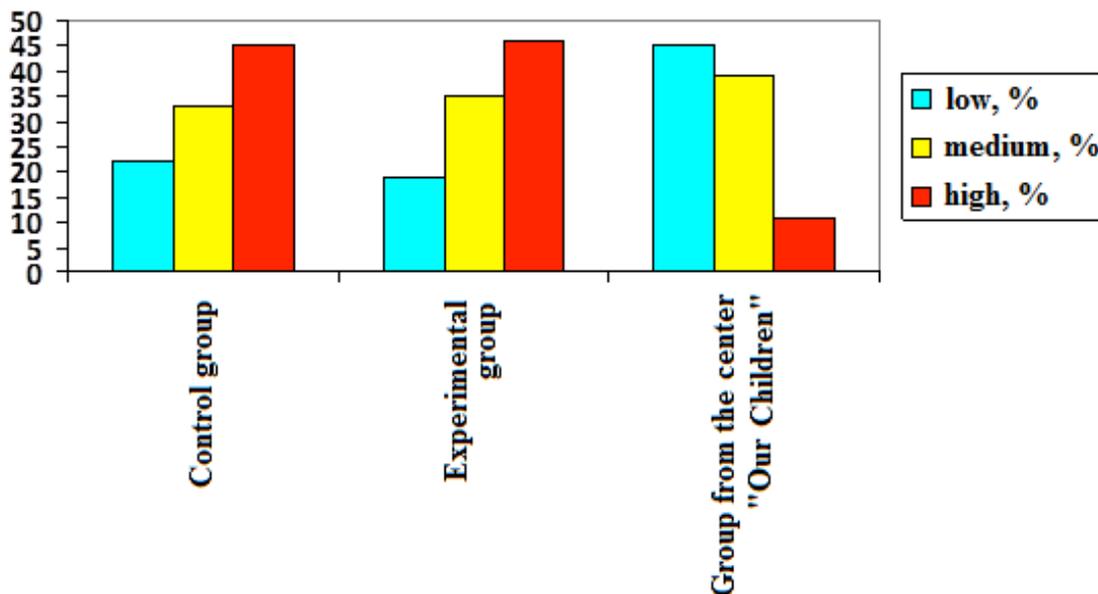
**Table 1.** The correlation of the frequency levels of children's negative manifestations in the control and experimental groups at the ascertaining stage of the experiment

Level of children's negative manifestations frequency	Children of the whole selection, number of children (%)	Control group, number of children (%)	Experimental group, number of children (%)
Low	22 people (21%)	12 people (22%)	10 people (19%)
Medium	36 people (35%)	18 people (33%)	18 people (35%)
High	49 people (44%)	25 people (45%)	24 people (46%)
total	107 people (100%)	55 people (100%)	52 people (100%)

**Table 2.** The correlation of the frequency levels of negative manifestations in children, brought up at the Center for Family Education at the ascertaining stage of the experiment

Level of children's negative manifestations frequency	Number of children (%)
Low	30 people (45%)
Medium	26 people (39%)
High	11 people (16%)
total	67 people (100%)

Table 2 shows that children whose parents have chosen an innovative environment for upbringing, contributing to the individualization of education and the harmonization of educational influences by all participants in the educational process show negativism by 2.75 times less frequently than children who are brought up at a traditional educational organization. The data are presented in Figure 1.



**Figure 1.** The ratio of the levels of frequency of children's negative manifestations in the control and experimental groups at the kindergarten, children from the center of family education "Our Children" at the ascertaining stage of the experiment

Behavioral manifestations of negativism in all children were similar and were expressed in the following ways:

- an unexpected refusal of doing an assignment that was previously willingly done;
- as a response to any proposal of an adult, the child said "I don't want it! I won't to do it!";
- when a child was addressed, he or she turned away;
- he or she was prone to covertly satisfy their needs (the child waited for an adult to weaken control over his or her activities – to turn away or leave the room, and then performed the desired action);
- manifestation of their actions' inconsistency, avoiding direct fulfillment of a request;
- inclination to irritability, even to hysterics;
- open confrontation and hidden confrontation – showed symptoms of emotional burnout and frustration (whimpering, crying, physical avoidance of any interaction, drowsy condition characteristic of depressive symptoms);
- an open rejection of something, because he or she did not want to change their decision;
- sobbing, he or she did not react to the words of an adult;
- demonstrative refusal of help and an insistent desire to do something on their own, even if a child did not have enough experience and opportunities to do so;
- he or she was upset, annoyed when an adult authoritatively outstripped the child's already existing abilities to solve personally an important task for him or her;
- persistent choice to play the role of a negative character against the background of its social (character) condemnation;
- a child fought with other children, defending his or her own interests, or complained to an adult, demanding punishment if the other child was stronger than him or her;
- search for any forms to postpone the implementation of direct instructions, showing initiative in the need to meet the allegedly urgent needs for him or her (for example, "I want to drink", "I want to go to the toilet", "I want to put the toys together", "I want to finish reading a fairytale (a book)", "I want to wear another sweater", etc.);
- the desire to do the opposite, even to the detriment of one's own interests;
- willingness to carry out an unpleasant errand from a sense of contradiction;
- the announcement of the urgent need to meet one's personally significant needs, accepted by the adult, thus avoiding the actions offered by an adult.

### Results of diagnostics of the peculiarities of pedagogical interaction in a family

At the same time with the children, the peculiarities of pedagogical interaction were studied for their parents. The obtained data on the peculiarities of parents' pedagogical interaction are presented in Table 3.

**Table 3.** Peculiarities of pedagogical interaction in a family on the basis of emotional responsiveness at the ascertaining stage of the experiment

Pedagogical interaction	Control group, number of children (%)	Experimental group, number of children (%)
Coordinated pedagogical interaction based on emotional responsiveness	30 (55%)	28 (54%)
Mismatched pedagogical interaction	25 (45%)	(46%)

The presented data clearly demonstrated that the absence or poorly developed emotional responsiveness was characteristic of parents with mismatched pedagogical interaction in 25 families (45%) of the control group and in 24 families (46%) of the experimental group, whose children were found to have a high level of frequency of negative manifestations.

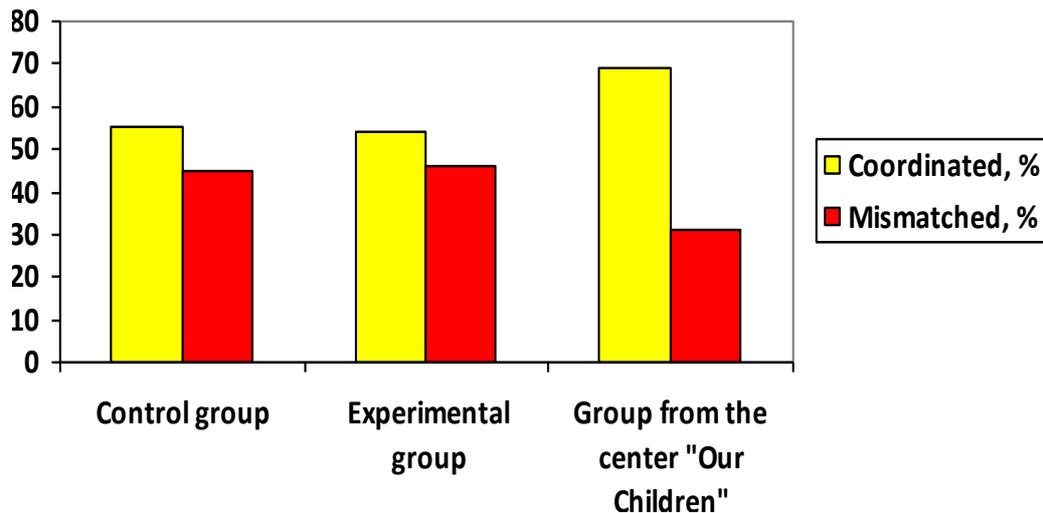
In families where children study at the "Our Children" Family Education Center, parents also filled out questionnaires on the specifics of pedagogical interaction in the family, the data are presented in Table 4.

**Table 4.** Peculiarities of pedagogical interaction in the family on the basis of emotional responsiveness in a group of children brought up in the center of family education "Our children"

Pedagogical interaction	Number of families (%)
Coordinated pedagogical interaction based on emotional responsiveness	46 (69%)
Mismatched pedagogical interaction	21 (31%)

Parents of this group had greater interest and motivation to solve their pedagogical tasks, correct mistakes, as well as develop pedagogical competence. Therefore, they had initially a higher level of motivation and value attitude to their role of a "parent", which was reflected in the results of diagnostics.

Thus, the number of families with coordinated pedagogical interaction at the initial stage of the experiment was approximately 2.19 times higher than the number of families with mismatched pedagogical interaction. At the same time, in the control and experimental groups of our selection, this ratio amounted to 1.18 times. The data are presented in Figure 2.



**Figure 2.** The correlation of the peculiarities of pedagogical interaction in the families of the children of the control and experimental groups at the kindergarten, children from the center of family education "Our children" at the ascertaining stage of the experiment

The coordinated pedagogical interaction on the basis of emotional responsiveness is characterized by an adequate level of exactingness and strictness, the optimal level of anxiety for the child, a high level of consistency and satisfaction with the relationship with the child, as well as low educational confrontation in the family. Mismatched pedagogical interaction is characterized by understated demands on the part of one of the parents and excessive demands on the part of the other, different levels of control provided by each parent, low acceptance and adaptability to the needs of the child, lack of cooperation, diametrically opposite level of anxiety for the child in both parents, low consistency in educational influences, low level of satisfaction with the relationship with the child, ambivalence in respect of such characteristics of education as "austerity and softness," the ranging of the emotional relationship with the child from ambivalent emotional acceptance to emotional rejection.

The obtained diagnostic data support the assumption that negativism of preschool children is caused by mismatched pedagogical interaction of parents, in the structure of which a low level of emotional responsiveness of parents is revealed – the ability to reflective empathy. The study of the peculiarities of pedagogical interaction testifies to the lack of parents' competence in preventing negativism of preschool children, which actualizes the need of parents for professional assistance to improve their pedagogical competence on this issue.

## DISCUSSION

The efforts to solve the problem of preventing negativism of preschool children were directed in the process of modeling the art-pedagogical conditions for the formation of coordinated pedagogical interaction.

Age and psychological capabilities and needs of subjects of the educational process in creating a model of art-pedagogical conditions were accounted on the basis of the person-centered approach of Rubinshtein (2000), Amonashvili (1995), Bozhovich (2001), Vygotskii (2005), Erikson (1996), Jung (1997), etc.

The axiological approach of Shchedrovitskii (1975) et al. was implemented in the technology of value-semantic self-management of Kurbatov (2015).

The anthropological approach of Ushinskii (2004) is determined by the requirements of art pedagogy given the integrity in the personality's development and the harmonious correlation of its parts (Torshilova & Polosukhina, 2016).

The contextual approach in education of Verbitsky, Kalashnikov et al. suggests the manifestation of the ability of adult participants in the educational process to have competent interpretation of a child's needs (Verbitsky & Kalashnikov, 2012).

The polyartistic approach of Yusov (2004) and the concept of art pedagogy of Anisimov (2014) allow integrating the necessary types of art to create the most comfortable conditions for manifesting the actual needs of a child.

Modeling of art-pedagogical conditions for preventing negativism of preschool children implies the provision of an aesthetic environment for a child by adult participants in the educational process, conditioned by adaptive and creative acceptance of the child's needs in contradictory communicative and pedagogical situations, the implementation of the value-semantic self-management of adult subjects of the educational process and the art-pedagogical support of the child's upbringing. The model is shown in Figure 3.

*The target unit* of the model of the art-pedagogical conditions for the formation of coordinated pedagogical interaction in preventing negativism of children is aimed at providing art-pedagogical conditions for preventing negativism of preschool children in solving *problems* of creating art-pedagogical conditions for the formation of coordinated pedagogical interaction for preventing a child's negativism:

- 1) satisfying the need for a sense of security of the subjects of the educational process at the aesthetic cycle lessons, to ensure the opportunity of an open manifestation of their needs;
- 2) stimulating the process of reflection by each subject of the educational process of one's needs and the needs of others;
- 3) forming coordinated ways of achieving their purposes by subjects of the educational process.

Internal (psychological) factors for creating the art-pedagogical conditions for forming coordinated pedagogical interaction in preventing child negativism include a three-component structure of the subjects of the educational process: motivational, cognitive and operational components.

*The motivational component* is determined by the typological features of the child's temperament and the characteristic features of his or her reactions to a given external impact as a manifestation of his or her readiness to reflect experiences and needs with adult subjects of the educational process during pedagogical interaction.

*The cognitive component* as an internal condition is characterized by the ability of the subjects of the educational process to understand a goal and find ways to achieve it.

*The operational component* is reflected in the ability to coordinate ways of achieving goals by each of the participants in the educational process.

A safe aesthetic environment will perform the following functions: providing opportunities for the manifestation of one's own experiences and individual needs, still without any orientation to social norms; providing an opportunity for understanding, formulating and positioning of one's own judgments; ensuring the possibility of proposing their own ways of implementing needs and values.

The value-semantic self-management of adult subjects of the educational process will perform the following functions: actualizing the need to search for coordinated ways of interaction among

participants in the educational process; formulating their own values and their enrichment in the process of positioning their values by participants of the educational process; collective search and modeling of ways and means of implementing common coordinated values and goals.

TARGET UNIT			
<b>Goal:</b>	To provide art-pedagogical conditions for preventing negativism in preschool children		
<b>Tasks:</b>	1) To satisfy the need for a sense of security of the subjects of the educational process in the classroom at aesthetic lessons, to ensure the possibility of open manifestation of their needs; 2) To stimulate the process of reflection by each subject of the educational process of their needs and the needs of others; 3) To form coordinated ways of fulfilling their goals by subjects of the educational process.		
ORGANIZATION AND CONTENT UNIT			
<b>Creating art-pedagogical conditions for preventing children's negativism:</b> conducting methodical and practical activities that are adequate to the individual characteristics of the participants in the educational process, the educational needs of parents and the consistency of their pedagogical interaction in preventing children's negativism			
<b>Components of the art-pedagogical conditions</b>	<b>Art-pedagogical conditions for creating coordinated pedagogical interaction in preventing negativism of preschool children</b>		
<b>Motivational component</b>	<b>Creating a safe aesthetic environment</b> Satisfying a sense of security in the conditions of aesthetic activities. Ensuring sincere expression of one's own individual needs	<b>Art-pedagogical support of the subjects of the educational process</b> A teacher adapts to the experiences and needs of the child and his/her parents, involving parents in the process of accepting the child's needs	<b>Value-semantic self-management</b> Actualization of the needs of adult subjects of the educational process in coordinating values and ways of pedagogical interaction
<b>Cognitive component</b>	Providing the opportunity to formulate and position one's own judgments, justify one's goals	Stimulating the process of reflecting representations and understanding of knowledge about one's needs and value orientations, and about the social norms and values of others	Formulating own values and enriching participants in the educational process with knowledge about each other's values
<b>Operational component</b>	Providing the opportunity of positioning their achievement methods in the realization of values	Search and modeling of ways and methods of transforming impulsively negative individual experience into a constructively-coordinated one	Setting goals in the process of mastering the technology of value-semantic self-management, collective search and modeling of agreed ways and methods of achieving one's goals
ASSESSMENT AND RESULTS UNIT			
Monitoring of the specifics of the process of pedagogical interaction (coordinated or mismatched) in preventing children's negativism, adjusting pedagogical tasks, content, forms and methods of work. Evaluation of the effectiveness of the process of pedagogical interaction (coordinated or mismatched) in preventing children's negativism (revealing the dynamics of the level of changes in the features of parents' pedagogical interaction and reducing the frequency of the child's negative manifestations)			

**Figure 3.** Model of art-pedagogical conditions for creating coordinated pedagogical interaction in preventing negativism of preschool children

Art-pedagogical support of the educational process subjects will perform the following functions: the adaptation of the teacher to the child's needs and the value orientations of his or her parents, the involvement of parents in the process of understanding the child's needs; stimulation of the process of reflecting representations (images, metaphors, comparative characteristics, specific properties and qualities) and knowledge as about one's needs and value orientations by participants in the educational process, as well as about the social norms and values of others; search and modeling of ways and methods of solving intrapersonal and interpersonal contradictions between parents and the child in the educational process.

*Forms* of work with parents when creating art-pedagogical conditions include trainings, consultations, master classes, self-education of parents and teachers, game modeling of conditions and ways of

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constructive transformation of conflict situations in conditions of safe aesthetic environment at aesthetic lessons, while working with preschool children.

*The diagnostic tool* of the research is aimed at parents' comprehension of the predicting the development of the child's personality when there are data that allow understanding the reasons for the emergence of negativism. Diagnostic procedures are conducted only with the competent support of pedagogical psychologists who help parents to perform self-reflection of the results of diagnostic procedures, which ensures their understanding of the need for coordinated educational influences in the process of art-pedagogical support and value-semantic self-management. This allows adult subjects of the educational process to understand the causes of negative manifestations of the child's behavior and it is safe for him or her to restructure the attitude to the impulsive (involuntary) manifestation of his or her needs. This contributes to raising the pedagogical competence of adult participants in the educational process: teachers and parents.

## **CONCLUSION**

Modeling art-pedagogical conditions for the formation of coordinated pedagogical interaction in preventing negativism of preschool children contributes to:

- The development of emotional responsiveness in educational and real situations of interaction among subjects of the educational process, which allows them to emotionally enrich lexical vocabulary, accumulate experience of reflecting experiences and the needs of the child, and justifies the application of compensating reflection in verbalizing the child's needs;
- the joint search for coordinated ways to meet the needs of the child.

The result of emotional responsiveness development is the ability of the individual to understand the needs and formulate the motives (and, hence, the intended goals) of a child as the true reason of his or her behavior, which may be destructive even with positive or neutral motivation in an effort to preserve his or her personal boundaries of the Image-I. At preschool age, this is required as a compensating reflection, when an adult voices the hypothesis of his or her intentions for a child, verbalizing the needs of the child and, with his or her consent, performs a cognitive search for ways to meet this need, taking into account the needs of the closest associates. Such a timely reflection of the adult can prevent the emergence of child negativism due to noncompliance with the child's situational and strategic needs.

When a child already has primary experience of negativism, pedagogical work is needed so that the parents could quickly accumulate reflexive experience of understanding the child's needs for forming coordinated pedagogical interaction. Such work focuses on the development of parents' reflection and primary experience of the child in imitating their ways of interaction based on verbalization and positioning their emotions, experiences, states and requirements. This experience will be a constructive alternative to the already existing experience of resistance reactions, when a child has an actual opportunity to choose motives. This becomes an effective condition for the morality development (taking into account the needs of important adults when they meet their own needs) in contradictory situations. Pedagogical competence is manifested here as an awareness of the expediency of coordinated cooperation activities while meeting the needs of all participants in the educational process.

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