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The Child and the various aspects about it

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Abstract: The paper covers some of the basic problems caused by the one-sided method of approach to the instructive relation between the adult and the child and the opportunities that may be made under the conditions of the pedagogical interaction in the kindergarten to synchronize the requirements of the institutions around the child.

Key-words: interaction adult - child; development crisis; cognitive dissonance; stimulating environment.

The human child is born with the potential to become acquainted with the World in its unity and interdependence of its components, but it is subordinate to the ruling paradigm of the world in the particular educational system and the variety of valuable orientations in the different types of families. The human child has the potential to become a subject of its specific situation by creating the conditions that will stimulate its self-development, but it also needs the support of the adults in the meaning of ensuring suitable determining conditions, that are compulsory stage of the development of the independence.

The child is in the center of the complex connections and relations between the basic social institutions - the family and the school that build up on the different models of the educational interaction.

The entire development of the child in the first years of its life is determined by the interaction with the close circle of adults that surround it. All theoreticians, despite of their difference in opinion, devote a significant attention to the childhood and its importance for its further development. The reasons for that are subject to various directions of the psychology:

- The forms of the behavior are mastered and bear their beginning in the earliest age of the child (Z. Freud)
- The attitude of the parents towards the child in its earliest age are significant factor for the formation of the personality (Z. Freud, Henry Valon)
- The basic "life style" is formed in the childhood and is based on the parent-child relationship (A.Adler, K, Horny, E. Fromm, K. Rogers)
- The children and the growing-ups are "unfinished" personality and also go through their psycho-social crisis (E.Ericsson, G. Olport, E. Maslow)

- The driving force of the development is a cooperation between the child and the adult and it creates the zone of the short-term development for it (L.S. Vigotsky)

It is obvious that the role of the adult is of extreme importance because the adult is the intermediate link between the child and the society. At the beginning the adult serves the physiological needs of the child and secures its physical survival. Parallel with that and later the adult structures and organizes a determining specific human situation that guarantees the development of the human potential in the framework of the age stages of the individual growth. In consequence, the adult again is the example of emotional relationships, acts with public subjects, bearer of knowledge, culture and social norms.

The pedagogical approach to the communication requires to review all three components of the process (Communicative, interactive and perceptive) together and to assist for their parallel development. However, it is necessary to pay attention to the fact that during the whole pre-school period of the child the later is unable to perform an independent focused communication like the adults. It obtains sporadically gained and unbalanced habits and models of communication. Hence the adult functions as initiator of the process, i.e. the adult creates the conditions that guarantee the usage of communication as a tool to provide interaction between subjects, occupied in certain activity, despite of their level of competence. Through communication, the adult influences the entire development of the child. According to some of the psychologists (L.S.Vigotsky, H. Valon, I. Dubrovina), this influence can have different effect depending on:

- Whether the adult approaches the child as a subject, personality and if considers its active position in the process of communication;
- Whether in the process of communication the adult puts different cognitive tasks and tasks that create skills to the child;
- Whether the adult evaluates the performance of the child and the characteristics of the prevailing type of evaluation (6, p.120-135)

If we try to describe at least several of the possible variants of the above situations, we will realize how complex and important the position of the adults (parents and teachers) is. Just imagine:

- There could be parent and teachers that conform with the active position of the child on principle, but are not able to provide stimulating environment for development;
- There could be parents and teachers that are trying to provide stimulating environment for development, but do not conform with the active position of the child;
- There could be parents and teachers that are trying to provide stimulating environment for development, but could not reach the balance between appraisal and reprobation;

- There could be teachers and parents that reach the balance between appraisal and reprobatation, but also offer the child tasks with predominantly reproductive characteristics.

One cannot expect that the pedagogical communication (and that is true for any other field) will be always productive. But if we accept that the main task of the adults is to assist the unfold of the creative potential of the human individual, they could also lay the basics for humanity still in pre-school age.

Together with the above mentioned, we can also notice several basic discrepancies in the process adult-child that show clearly the one-sided approach the adults use towards the problem. These tendencies are shown the best in the mismatch between expectations, arrangements, declared behavior and real behavior.

We ACCEPT that the child possesses the right to satisfy the needs and in the same time we strive to subordinate the educational interaction of the future expected needs of the child's personality and its necessity to adapt to the environment.

We DECLARE that the child is subject in the process of interaction and has independent and active position, and in the same time we limit it within frames, planned in advance, and we do not let it self-manage.

We EXPECT from the child:

- To possess different models of adequate behavior, but we do not create purposive situations that support their development;
- To be able to express the feelings and the emotions, but we do not show it how to do that because we hide our own feelings;
- To be "successful" in various activities, but we act dominant and treat it as illiterate and unable;
- Not to know the truth and to rely on the adult's competence, but to be refused the right to make mistakes;
- To improve constantly its skills in all directions, but we have no patience to provide conditions for the repetition of its acts.

The conflict in the relationship child-adult is additionally strengthen by some objective prerequisites, characterized by:

- The procedure characteristic of the interaction and the requirement for gradual expansion;
- Mixture and interdependence of the specific, but parallel processes of growth and development, socialization, education and up-breeding;
- Discrepancy between the level of development and competence of the subject in the aspect of age and individuality;

- Discrepancy between the needs and the interests of the different sub-systems of the social environment (child, child's group, adult, family, school, society)[p.8].

Before the determination of the positions of the kindergarten in the general picture of the clash between the value systems of the family and the school, is necessary, even vaguely, to discuss the issues with the child in the pre-school age and its crisis periods.

There are intensive changes that happen with the child during the period of the pre-school childhood as a socially determined time. In the first 7-8 years of its life, the child experiences differentiated stages in its development and happen almost one half of all crisis periods in the human life:

- Three out of five, according to Z. Freud;
- Four out of six, according to L.S.Vigotsky;
- Four out of eight, according to E. Ericsson.

At the beginning of the pre-school period the joint activities of the child and the adult disintegrate - a characteristic that is typical for the early childhood, and the child moves to another stage, where the adult is a subject to copy. In the period of 3 to 7 years of the physiological age a range of changes is observed that suggest that the child enters a new and significant phase of its development. The researchers of the processes of the development of the "Me" report increasing tendencies of negativism and opposition to the adults at the third year of the child, followed with the desire to do everything alone. The adults frequently do not understand the desire of the child to do everything alone because its real goal is not to test its own abilities, but to test the attitude of the adults towards the self-initiative.

Other significant characteristic of intensity of the processes of structuring the image of "myself", are the controversial on a first glance tendencies in the child's behavior for Self-Expression and Self-Approval and the parallel attempts to identify itself with the significant adults.

Most of the researchers describe the symptoms of the two basic crises in the pre-school age, but the opinion of L.S. Vigotsky deserves attention, because he also describes two other tendencies. This approach also suggests the possible variants to overcome or lighten the crisis period. The symptoms of the "crisis of the third year" (I.p. 4, p. 368-375) like: child's negativism, stubbornness, arbitrariness and the accompanying protests, the lack of values, etc., bear also their positive messages that the adults should learn and accept in order to help the child and self. At that stage the child suggest that it has already detached from the adult and considers itself as a personality and that requires a change in the approach. If that crisis deepens because the conservative attitude of the adult, or because of the lack of will or understanding of the need of change, it may affect the social interactions of the child and may have constant negative consequences. It is possible that the child bears the generated negativism further towards other adults (teachers, strangers) to the total denial of any interference from outside, even when it is good intended.

The next paroxysmal period for the child is at the end of the pre-school age, at the

threshold of the school. The most important characteristic of the seventh year crisis is the differentiation of the internal and external experiences of the individual. Gradually, the child starts orienting in its feelings and experiences that have more reason for it. L.S. Vigotsky considers that the positive tendency is shown in such new forms like self esteem and ambition that are further developed in the next stages of the child's life, but have their beginning still in the stage of the pre-school age [1, t.4, p.377].

The kindergarten forms a specific unit at the border between the two basic approaches towards the child and its development - the individual and the group one. The last tendencies in the development of the psychological and pedagogical research give the base to reason on the functional abilities of the kindergarten as a specific corrective of the two polar concepts of the bipolar opposition Type vs. Individuality of the pedagogical interaction. The family and the school differ not only in the basic model of educational interaction but in other, connected with it circumstances, that lead to controversial and sometimes reciprocally excluding messages to the child.

Criterion/Institution	Family	School
1. Basic motiv of the attitude towards the child	Unconditional love	Requirements
2. Basic approach for education	Individual	Group, upfront
3. Structure of the Institution	Informal	Formal
4. Goal of the Education	Depends on the system of values of the family and the specific peculiarities of the ethnos and religion	Determined by the social needs and subordinate to the general norms of the nation
5. Program for Educational Work	No particular program	Special educational program that is constructed in accordance with the educational standards of the country
6. Child's Position	Inequilateral in regards to the other members of the family	Inequilateral in regards to the adults, but equilateral (relatively) in regards to the peers
7. Mechanism for Evaluation	Evaluation by the encirclement	Evaluation by the encirclement

At the edge of the 3-years of age crisis, when the child is ready to free itself from the guardianship of the adult, the kindergarten offers new social encirclement, an encirclement of peers, where the child may express itself as an individual. There is a relative equal right of all members in that group of children and their share same level of competence and chances for creative expression. The child feels equally prepared or not prepared like the others, because the disturbing dependence of the parents' and other older members of the family competence is missing. The child has relatively equal chances and

loyal concurrence under the conditions of the game, which is the leading educational method for that age level, because of the availability of constant change of positions in its process - from dominant to submissive and vice versa. Together with that the game is the activity that most adequately responds to the requirement to differentiate the task from the method of it, i.e. the differentiation of "What to do" from "How to do it". The motive of the role activity coincides with the aim of the teacher to direct the attention and the activity of the child to the method of action, and to stimulate the conditions for practically unlimited opportunities to exercise and modify the approach by the child itself. All that has its influence directly on the enhancement of the confidence of the child and for the level of mastery of controlling and evaluation operations of the system of activities.

The children that go to the kindergarten are more mature in psychological plan. The rich social experience makes them more confident and calmer, and this is a prerequisite for easier adaptation in school.

The synchronization of requirements that are placed before the child by the family and school depends not only to the pre-school pedagogists. It depends on the good will and the conviction of all significant adults around the child to send adequate, clear and easy messages, as well as to use rationally the positive tendencies in the critical moments of the child's life.

These are the questions that inevitably agitate the child in the pre-school age, and in its own language they sound more like that:

- Why the grown-ups demand to behave in a different way at home and at the kindergarten?
- Why the teacher at school and the one at the kindergarten are so different?
- When I will start to understand what they want from me, because I am confused, and this makes me feel insecure.

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