

Developing constructive behavior patterns in conflict among preschool children

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Summary

The problem of conflict is closely connected with the theme of constructive behavior. The idea of today is a positive attitude to the conflict. Behavioral disorders are the cause of many problems in the child's personality development. First of all, these are difficulties in interactions with peers and adults that leads to conflict and conflict situations. In this regard, it is important to create a positive attitude to constructive models of behavior in conflict and conflict situations.

Literature overview enables us to analyze diverse approaches to the concept of "conflict". Our research is based on N.I. Leonov's concept of conflict. Conflict as a form of manifestation of contradictions, not resolved in the past or in the present, arises in a situation of direct interaction between the subject and due to the opposite of the selected goals, the images of conflict situations, representations, conscious or unconscious actions by the participants of the situation directed on the permission or the removal of contradictions [2].

Constructive and nonconstructive responses

We have identified forms of constructive and nonconstructive responses to the conflict among senior preschool children (verbal and nonverbal reaction).

Nonconstructive nonverbal reactions: trembles with anger, cries, clenches his fists, stomps feet, stares, grins, resentful kind of demonstrative cry, ignores, fights, destructive responses and behavior etc.

Nonconstructive verbal reactions: asks provoking questions, threatens forbids accuses, post ultimatums, complains, demonstrate irony, ridicule, spread gossip, pretends to look guilty, insults, manipulates the actions of children, verbal provocation, interrupts peers and adults etc.

Constructive behavior in conflict older preschoolers is the ability to interact with their peers, without the use of nonconstructive behaviors.

Factors affirming constructive behavior of preschool children in conflict.

- Development of arbitrary behavior;
- An ability to differentiate emotional state of peers;
- Development of communication skills in children;
- Less aggressive reactions in the interaction [1].



Aims

The aim of our study is to minimize nonconstructive behavior of senior preschool children in conflict and to teach them constructive behavior patterns via educational intervention programs.

Research methods

To achieve the objectives of the study we used a complex of methods.

1. Study of the level of self-regulation (table 100 geometric figures);
2. Test of diagnostic differentiation between emotions' preferences and their recognition;
3. Projective test "Drawing of problem situation";
4. Observation card to assess children communication skills, which is based on the strategy of behavior in conflict;
5. Observation card to see aggressive reactions of children;
6. T-Wilcoxon test.

Research results

With T - Wilcoxon test, we found significant differences in the following factors: the development of arbitrary behavior, the ability to differentiate emotional states of their peers, the communication skills, aggressive reactions in the interaction before and after the intervention programs. Let's consider these factors in detail.

Aggressive reactions	The average values		Validity	
	Before	After	Wilcoxon	p
the indirect verbal aggression	3,0	2,4	-4,7	< 0,001
the direct verbal aggression	2,3	1,9	-4,4	< 0,001
the direct physical aggression	1,2	0,8	-3,2	0,002
the indirect physical aggression	1,2	0,8	-3,3	0,001
aggression aimed at adults	0,6	0,4	-3,2	0,002

Figure 1: Significant differences in aggressive reactions of senior preschoolers before and after the intervention programs.

1. We observe (see Fig. 1) some reduction in such indicators as addressing to the third person, complaints, demonstrative cry, bullying, destructive behavior of others, threats, intimidation, fights etc.

2. The number of errors in children's (see Fig. 2) recognition of positive, neutral and negative emotions is also reduced. For the purpose of teaching children to differentiate emotional states the program engages games and exercises on teaching children the differentiation of emotional states.

Errors	The average values		Validity	
	Before	After	t	p
range	3.1	2.1	-4.0	< 0.001
identification of positive emotions	0.8	0.5	-2.9	0.003
identification of neutral emotions	3.3	1.9	-5.1	< 0.001
identification of negative emotions	1.3	1.1	-1.9	0.05

Figure 2: Significant differences in the differentiation of emotions by senior preschoolers before and after the programs.

3. Based on the results of the projective test of "Drawing of problem situation", the mean values of the frustration responses ($p < 0.05$) were also decreased, with the 6.5 and 5.8 relatively. It reduces the number of open aggressive reactions towards others. Children learned how to use different behavior in a conflict situation and learned to negotiate.

4. So, we see on Fig. 3, that after graduating from program, all children's strategies of behavior in conflict were changed ($p < 0.05$). The most significant change has been observed in the behavior in a compromise/cooperation before 2.8, after - 4.7.

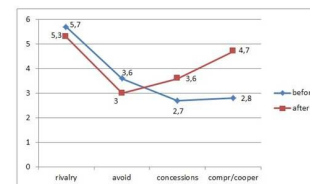


Figure 3: The average values in behavioral strategies in conflict before and after programs.

The program includes classes where children were educated to be aware of various conflict situations which were analyzed, and the solutions to the conflicts were discussed. Children were taught how to use negotiation techniques.

Therefore, our program is considered to be effective.

Discussion

Our program «The development of constructive behaviors of senior preschool children in conflict» will contribute to:

- the ability to differentiate emotional states from peers and adults,
- the ability to adequately express their emotions,
- ability to understand other people's emotions,
- broaden repertoire of behavioral reactions to the conflict,
- it will contribute to the development of self-control and self-regulation.

All this as a whole, will contribute to a constructive behavior in conflict.

Research findings and the program can be used by psychologists, educators, social workers in pre-school and school education.

At the moment, the program is taught for the preschool children with visual impairment.

It may be successfully used in the Social service centers, social rehabilitation centers for teenagers, rehabilitation centers for children with physical limitations, etc.

Conclusions

1. The analysis of problems of interpersonal conflicts was carried out.
2. At the moment, no methods to study the factors causing the constructive behavior of senior preschoolers have been developed. To test them we have developed a diagnostic card of observation for children.
3. The intervention program "The development of constructive behaviors of senior preschoolers in a conflict" was designed and implemented.
4. Correlational analysis before and after the program showed that the number of correlations between the behavior of the conflict has decreased and, consequently, variability of behavior of senior preschoolers is expanded.

References:

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