

развития происходит достаточно заметное формирование личности. Происходит формирование правил взаимодействия в обществе, умения действовать согласно этим правилам и желание вступать в коммуникацию с другими людьми.

Во-вторых, у младших школьников формируются новые отношения со взрослыми и со сверстниками. Дети включаются в новый вид деятельности – учебную. Всё это сказывается на формировании отношений с людьми, формирует характер, способности учащихся.

В ходе исследования было показано, что существует связь между особенностями межличностных отношений детей младшего школьного возраста и уровнем их социально-психологической компетентности.

Выявленные результаты в дальнейшем могут способствовать развитию исследований в данном направлении. А также помогут способствовать наиболее эффективной работе в рамках психологического сопровождения детей младшего школьного возраста.

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УДК 159.9.072

Карпович П.С., Ольшванг О.Ю. ОСОБЕННОСТИ ЭМОЦИОНАЛЬНОГО САМОЧУВСТВИЯ ПЕРВОКЛАССНИКОВ

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**Karpovich P. S., Olshvang O. Yu.
FEATURES OF EMOTIONAL WELL-BEING OF FIRST-GRADERS**

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Аннотация. Статья посвящена изучению проблемы эмоционального самочувствия младших школьников. Рассмотрены результаты изучения эмоционального компонента первоклассников. Изучены особенности эмоциональной сферы, эмоционального отношения к школе мальчиков и девочек младшего школьного возраста.

Annotation. The article is devoted to the study of the problem of emotional well-being of primary school children. The results of studying the emotional component of first-graders are considered. The features of the emotional sphere, the emotional attitude to school of boys and girls of primary school age are studied.

Ключевые слова: эмоциональное самочувствие, самочувствие, эмоциональное здоровье, эмоциональная сфера, младшие школьники.

Keywords: emotional well-being, well-being, emotional health, emotional sphere, primary school children.

Introduction

This problem is relevant due to the fact that the level of emotional well-being of first-graders in an educational institution can show how their adaptation to the conditions of the new educational environment manifests itself.

The problem of emotional well-being of primary school children is very developed today, it lies in the fact that entering school is a turning point in the life of every child. The beginning of school education dramatically changes the way of life. During this period, the entire psychological character of the child changes, his personality, his cognitive and mental capabilities, the sphere of emotions and experiences, and the circle of communication are transformed. [3]

The purpose of the study is to investigate the features of the emotional well-being of first-graders.

Research materials and methods

The method chosen was a theoretical study of literature on the problem of emotional well-being of primary school children is very developed today, it lies in the fact that entering school is a turning point in the life of every child.

Becoming a school child, the child is on the «first level of social status». He is no longer a child, but a primary school child. The child cannot always comprehend his new position, but he always feels and experiences everything: he is proud that he has become an adult, he is pleased with the new position. [1]

Younger children still cannot restrain the manifestation of their emotions, the faces and poses of children very clearly express all these emotions. This direct detection of their feelings is due to the lack of development of inhibition processes in

the cerebral cortex in children of this age. The cortex of the large hemispheres of the brain still does not sufficiently regulate the activity of the subcortex, which is associated with primitive emotions and their external manifestations – laughter, tears, and so on. This also explains the occurrence of affective states in children, i.e. their tendency to short and quick bursts of joy, sadness. However, such emotional states are not stable in children. [2]

The possibility of a first-graders' full awareness of their feelings and emotions, and the understanding of others is still limited. Children are not always correctly oriented even in the expression of emotions (for example, anger, fear, horror, surprise), evaluating them rudely. Inconsistencies in perception and feelings, lead to external imitation of adults in the expression of feelings, and that first-graders often resemble adults and teachers in the style of communication with people. The first and most important feature of the emotional sphere of the first-grader, and all other younger children is the property that students react violently to particular and offending phenomena. [4]

This is the difference between a primary school child and a preschooler. A first-grader always reacts violently to many things. He is alarmed to see the dog playing with the puppy, shouting he runs to his friends who called, and begins to laugh loudly, etc. Each of these phenomena, to some extent, affected him, causing different emotions. First-graders tend to have extremely emotional behavior when they watch a performance in the theater: very sharp transitions from sympathy to indignation of the hero at his opponents, from sadness about his failures to a stormy expression of joy at his success. A large movement, numerous gestures, fidgeting in the chair, transitions from fear, excitement, sharp changes in facial expressions indicate that everything that affects primary school children during a speech leads to a pronounced emotional reaction. [4]

The second no less important feature is restraint in all their emotions – this is discontent, and irritation, and envy when a first-grader is in the classroom, since intemperance in the manifestation of feelings immediately causes a remark, is subject to discussion and condemnation. [4]

This does not mean that the younger child already has a good command of his behavior – suppresses the manifestation of these or other unauthorized feelings. No, he quite clearly shows fear, resentment, pain, anger, trying to suppress them. All these emotions are clearly manifested in his behavior during fights with his peers. [4]

The ability to control their feelings gets better year by year. The younger child shows his anger and irritation not so much in the motor form – he rushes to fight, pulls something out of his hands, etc., as in the verbal form of swearing, teasing, being rude; there are shades that are not observed in preschoolers, for example, facial expressions and intonation of speech – irony, ridicule, doubt, and so on. [5]

If a preschooler in a state of whim is able to lie down on the floor and start shouting, throwing things, then in high school this does not happen; the forms of expression of whim or strong irritation from it are different than in a preschooler. Feelings of anger: shame manifests itself in a more hidden form, however, it is quite

understandable for others (especially adults). Thus, the organization of the child's emotional behavior increases for primary school age. [5]

The third feature is the development of expressive emotions of the younger student (a greater richness of intonation in speech, the development of facial expressions). [4]

Fourth, with the growth of the younger student's understanding of the feelings of other people and the ability to empathize with the emotional states of peers and adults. However, the level of such emotional understanding is clearly different between first-graders and third-graders, and especially fourth-graders. [4]

The fifth feature of the emotional sphere of primary school children is their sensitivity, their emotional responsiveness to everything bright, large, colorful. Monotonous, boring lessons quickly reduce the cognitive interest of a first-grader, lead to the appearance of a negative emotional attitude to learning. [4]

The sixth feature is associated with the intensively formed moral feelings of the child, a sense of camaraderie, responsibility for the class, sympathy for the grief of others, indignation at injustice, and so on. At the same time, they are under specific influences, as can be seen in the example and their actions in the execution of the assignment, impressions from the words of the teacher. However, it is important to remember that when a young student learns about the norms of behavior, he perceives the words of the teacher only when they emotionally hurt him, when he directly feels the need to do so, and not otherwise. [5]

A first-grader can do something good to show sympathy for someone's grief, to sympathize with a sick animal, to show a willingness to give something which is important to him to another person.

In primary school age, moral feelings are characterized by the fact that the child does not always clearly understand the moral principle by which to act, but nevertheless, his direct experience tells him what is good and what is bad. Therefore, when committing illegal actions, he usually feels a sense of shame, remorse, and sometimes fear. [2]

In the first grade, it is possible to note the preservation of a strong involuntary component in the emotional life. This occurs in some impulsive reactions of the child (laughter in the classroom, violations of discipline). In general, the age limit of the emotional life of a primary school student is considered optimistic, cheerful, joyful mood, there is also an individuality in the expression of emotions: emotional children are identified, children with a sluggish expression of feelings.

Results and discussion

It was found that emotionally stable children learn more easily, they take longer and maintain a positive attitude. Children with a high level of anxiety, increased emotional sensitivity and motor disinhibition often have a negative attitude to educational work, the teacher and his requirements. [3]

Although the younger student reacts violently to the touch of his parents, he has the ability to masterfully suppress unwanted emotional reactions. As a result, there is a separation of expression from the experience of emotions in one direction and in the

other: he may or may not be able to detect emotions and portray emotions that he does not experience.

Unlike preschoolers, who choose only cheerful and joyful pictures, younger students have the ability to empathize with the perception of painful scenes and dramatic conflicts. However, it should be noted that in primary school, the system of emotions and feelings is still being formed. Therefore, their emotions are not so much a manifestation of their feelings as a material for generalizing and forming higher feelings on their basis. [4]

Conclusions

So, the emotional sphere of primary school students is characterized by:

1. The ease of responsiveness to events and the coloring of perception, imagination, mental and physical activity with emotions;
2. The spontaneity and frankness of the expression of their experiences – joy, sadness, fear, pleasure or displeasure;
3. Readiness for the effect of fear; in the process of learning activities, the child experiences fear as a premonition of trouble, failure, lack of confidence in their abilities, inability to cope with the task; the student feels a threat to his status in the classroom, family;
4. High emotional instability, frequent mood changes (against the general background of cheerfulness, cheerfulness, cheerfulness, carelessness), a tendency to short and violent emotions; emotional factors for younger students are not only games and communication with peers, and academic success and the assessment of these successes by the teacher and classmates;
5. Their own and others emotions and feelings are poorly understood; the facial expressions of others are often perceived incorrectly, as well as the interpretation of the expression of feelings by others, which leads to an inadequate reaction; the exception is the basic emotions of fear and joy, in which children of this age already have a clear idea of what they can express verbally, naming five synonymous words for these emotions. [5]

Based on the above facts, we conclude that the concept of "emotional sphere" integrates such phenomena as anxiety, emotional states, emotional phenomena, emotions, motives, needs, and so on.

The emotional sphere of primary school children, in particular, is characterized by a reaction to current events, the spontaneity and frankness of expressing their experiences, the willingness to influence fear, and greater emotional instability.

It can be concluded that the emotional sphere is an important component in the development of younger students, since there is no communication, interaction will not be very effective if students are not able, first, to "read" the emotions of another, and secondly, to manage all their emotions. Younger students are not able to perceive the emotional state of a person. Children easily distinguish between joy, admiration, pleasure, and in recognition of sadness. Students, first of all, pay attention to the expression of the face, do not attach any importance to pantomime. But the younger students are spontaneous and impulsive. The emotions that students feel are always

easy to read on the face, in pantomime, in all their behavior. For a teacher-psychologist, the behavior of a student, the expression of all his feelings is an important indicator in understanding the inner world of a younger student, which indicates his mental state, well-being, and possible development prospects. All information about the state of emotional well-being of the child is given to the teacher-psychologist by identifying all emotional deviations. [1]

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УДК 159.9.072

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НЕБЛАГОПОЛУЧИЕ СЕМЬИ КАК ФАКТОР ДЕВИАНТНОГО
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FAMILY PROBLEMS AS A FACTOR OF DEVIANT BEHAVIOR OF THE
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Аннотация. В данной статье рассмотрены вопросы, касающиеся девиантного поведения подростка, как результат воспитания в неблагополучной