

UDC 378. 01

REDUCTION OF NAUGHTY BEHAVIOR OF PRESCHOOL CHILDREN BY MEANS OF PLAY

ELENA KASEVICH, MARGARITA CHERNYAVSKAYA, TATYANA ZHUKOVA

Polotsk state university, Belarus

Upbringing of a naughty child is one of the most important topics in early childhood education. Lots of parents and almost all the kindergarten's teachers often deal with misbehavior of youngsters. One of the effective means of reducing the symptoms of preschool children's misbehavior is play.

Preschool age according to A.N. Leontiev is "a period of initial development of a personality." In this period most children are naughty; it only depends on adults whether the need to subordinate socially acceptable standards of behavior will be natural and lasting for children. Excessive strictness, pressure to unconditionally and immediately obey can serve as a breeding ground for the emergence of protest reactions, one variant of it can be moodiness because some orders of adults are not always timely, fair and consistent. A child is stubborn and moody, which, however, reflects only a subjective assessment of its response behavior. It can be not a whim, but a real necessity, protection from excessive and not always thoughtful orders of adults [3, p.21].

Whims are actions that are devoid of reasonable foundation, for example "I want like that and everything!" "Do not cry –you can wake your sister" – "But I want! I will!", "Put on your warm jacket, it is cold outside" – "I do not want this warm jacket! No, it is not cold! I will not do it», «Watch out, do not step in the puddle –" I want! I will step!" And etc. [6, p. 30]. A child for no apparent reasons and contrary to common sense persists in an illogical act; it is accompanied by tantrum, open disobedience, reluctance to admit their wrongness and reluctance to go back on their word. The peak of children's whims is approximately at the age of three years, at this period young children have a second age crisis - "the crisis of three years": a sharp and radical restructuring of the existing mechanisms and the formation of new traits of personality and consciousness, it is accompanied by a transition to a new type of relationship with others.

The crisis of three years was firstly described by E. Keller in "About a personality of a three years old child". The crisis manifests itself in the following symptoms, one or another way associated with increased moodiness of children (Table).

Table – The manifestation of the crisis of 3-year-olds

Symptoms	Main characteristics
1. Negativity is pronounced	It often manifests in: – in relations with adults, not to the objective situation; – do the opposite to adult's request, act contrary to their own feelings, impressions and desires.
2. Stubbornness 3. as unmotivated perseverance	A child insists on something because he/she wants it. For example, a youngster refuses to go home just because he/she does not want to change his/her decision;
4. Obstnacy	Constant dissatisfaction to adult offers, whims for any occasion. A child does not like what he/she has done before. For example, a child does not like to have mother's hand;
5. Willfulness	A child wants to do everything himself and fight for his/her independence;
6. Rebellion against others	It occurs less frequently in the following forms: – constant quarrels with adults; – highly aggressive behavior.
7. Devaluation adults close 8. to the child	A child uses name calling, rude words, as though he/she has previously never tried. Besides he/she abruptly changes his attitude to toys: swings on them, refuses to play with them;
9. Tyrannical suppression of others	A child is convinced that everyone should satisfy his/her desires; he/she behaves like a little tyrant. Otherwise a child throws tantrums crying and weeping. Wherein: – there is jealousy, aggression towards younger children; – a child requires constant attention.

Four main motives of child misbehavior [10]:

1. The first motive – fight for attention. It is the most common cause. If a child does not get the right amount of attention, he finds his way to get it – it is disobedience. Every child needs attention of adults for normal existence, this need is just as great as need for food or rest;

2. The second motive – it is a struggle for independence and protest against excessive parental care. A 2-year-old is often persistent and says in a loud voice: "I will do it!" Most adults are confused and do not know what to do, it is much easier to instruct, to make comments or to do something for themselves than to teach a child to act independently.

3. The third motive – revenge, protest. The reasons may be different: resentment, frustration, jealousy, unfulfilled promise, and unfair punishment. The child seems to be saying: "Do you believe me to be bad? But you still do not know how bad I can be! Now I'll show you that! ";

4. The fourth motive – loss of faith in himself/herself. Constant criticism, humiliation, and a series of failures can break even an adult. If a child is constantly criticized, he loses confidence in himself and concludes: "Whatever I do, I am always unhappy! You know better than me what to do and how. So why try? Anyway, nothing happens. Suppose that I'm bad, I do not care. "

A. Kalinichenko and V. Miklyaeva include the following:

- reaction to tense situation at home, negative emotions of parents;
- a symptom of fatigue or physical illness, mental discomfort;
- instability of certain natural behaviors associated with immaturity and imperfection of brain functions.

[4, p. 29].

Observations have shown that attacks of moodiness during the second age crisis can occur with children from 5 up to 19 times a day. However, to 3 and a half-4 years old attacks of moodiness decline. But if you do not take timely measures to reduce the manifestations of moodiness, it can develop into irritability, neurosis or disorder of the nervous system and move into a chronic stage, it is more difficult to conduct pedagogical correction.

Many kindergarten teachers have enough knowledge about peculiarities of child's misbehavior and their manifestations, so each preschool teacher has their own experience on the effective impact on naughty children. And it goes without saying that the first place is child play as the most important activity of preschool children. Famous psychologists (Vygotsky, Leontiev, D.B. Zaporozhets) believed that play is a leading activity in the preschool period. Mental development in preschoolers play takes place in productive activities and elements of schooling and vocational activities are formed too. Play is the most important activity, as it causes a qualitative change in the psyche of the child [2, p.20].

A naughty child must be "switched" to an interesting game, it can provide kids with certain amount of attention, but it can also enforce to realize their potential, needs, and interests and it can gain the approval. In the case of moody kids play performs a therapy function (overcoming various difficulties encountered in other forms of life), a diagnostics function (detection of deviations from standard of conduct, self-knowledge during the game) and a corrective function (making positive changes in the structure of personality indicators) [7, p. 50–52].

Reducing symptoms of moodiness means picking up a key to the child, to his creative and artistic activity. The main thing in dealing with naughty children – is, firstly, to view them with unbiased eyes and try to inspire them with an interesting activity and play. Secondly, adults should compare the behavior of children at home and in the kindergarten. Thirdly, adults should play with children, communicate with them "face to face", they can role play some age conflicts [8, p. 32]. The aim of play in this case is overcoming moodiness and withdrawal of emotional stress.

Rules can be defined in the course of play by children themselves. Play actions are an essential component of a game. Toys used in the game are varied: ready-made, homemade, objects substituents. Children can play without toys, resorting to their imagination. Engaging in play activities a naughty child will help him to get rid of uncomfortable emotional state.

Examples of play activities aimed at reducing symptoms of moodiness:

– *Playing exercise* "Miracle Creation ": children take a "magic lantern", they wander round the room, touch the shoulder of each other and ask, "How can I help you? What can I do for you? ". Responses may be: "Smile", "Dance", "Sing." While fulfilling the task the child is supported and praised by all the children;

– *A minute of misbehavior*: for 2 minutes, children are allowed to run, jump, shout, and act up;

– *"Glued rain"*: children hold each other's shoulders, they are to overcome various obstacles (chairs, crawl under the table, round a big lake, through a dense forest, to hide from wild animals);

– *A pantomimic sketch "Stubborn naughty child"*: children in the circle (in the hoop), in turn, represent a naughty child. All help saying, "stronger, stronger ..." Then children are divided into a pair of "a parent and a child": a child is naughty; his parent persuades him and soothes him. Every child is to be a naughty child and a persuading parent.

One of the most effective ways to overcome whims is destruction of a whim. Children should draw it on a sheet of paper, adults propose to tear the picture into small pieces and throw them away. You can "drive away a whim" – open the door and shout: "Go away, whim, go away!" Both exercises work perfectly.

Thus, children play creates a secure space for a child where he/she can conduct experiments to establish any rules and re-create models of physical and social reality. The task of a teacher is to help children to come up

with an interesting play story with a happy end, in which the child is a winner, a hero. Kindergarten teachers should cooperate with parents of problem children. After all, a parent mistakes in upbringing their children and their inability to fix errors lead to complications in child's behavior.

REFERENCE

1. Волков, Б. С. Психология общения в детском возрасте / Б. С. Волков, Н. В. Волкова. – СПб. : Питер, 2008. – 272 с.
2. Волков, Б. С. Психология: от рождения до школы / Б. С. Волков, Н. В. Волкова. – СПб. : Питер, 2009. – 58 с.
3. Григорьева, А. Л. Поговорим о наших детях / А. Л. Григорьева. – М. : Просвещение, 1967. – 205с.
4. Калиниченко, А. В. Развитие игровой деятельности дошкольников : метод. пособие / А. В. Калиниченко, Ю. В. Микляева. – М. : Айрис-пресс, 2004. – 112 с.
5. Келли, К. Как справиться с плохим поведением хорошими методами / К. Келли. – Минск : Попурри, 2009. – 224с.
6. Менджерицкая, Д. В. Воспитателю о детской игре / Д. В. Менджерицкая ; под ред. Т. А. Марковой. – М. : Просвещение, 1982. – 128 с.
7. Селевко, Г. К. Современные образовательные технологии / Г. К. Селевко. – М. : Народное образование, 2008.
8. Ядэшко, В. Н. Дошкольная педагогика / В. Н. Ядэшко, Ф. А. Сохина. – М. : Просвещение, 1986. – 415 с.

UDC 343.85

PREVENTION OF FAMILY VIOLENCE

OLGA KATUSHONOK,
Polotsk State University, Belarus
VLADIMIR HOMICH
Belarusian State University, Belarus

The article discusses the main directions of prevention of family violence. The importance of early prevention of family violence is pointed. The basic problems of the prevention of violence in a family and ways of their solution are identified.

The response to domestic violence is typically a combined effort of law enforcement agencies, the courts, social service agencies and corrections/probation agencies. The role of each one has evolved as domestic violence has been brought more into public view.

Domestic violence historically has been viewed as a private family matter that need not involve government or criminal justice intervention. Police officers were often reluctant to intervene by making an arrest, and often chose to simply counsel the couple and/or ask one of the parties to leave the residence for a period of time instead. The courts were reluctant to impose any significant sanctions on those convicted of domestic violence, largely because it was viewed as a misdemeanor offense.

In November 1997, the Australian Heads of Government endorsed Partnerships Against Domestic Violence, an initiative between the Commonwealth (Office for the Status of Women), the States and the Territories, to work together towards the common objective of preventing domestic violence across the nation. Specifically, the strategy was developed to enable the examination of new approaches to violence prevention while enhancing existing projects, the development and sharing of knowledge, and the development and documenting of best practice initiatives in preventing and responding to domestic violence. The six priority areas identified were:

- working with children and young people to break the cycle of violence between generations;
- working with adults to break patterns of violence; working with victims and violent men;
- working with the community, educating against violence;
- protection of the law;
- information and best practice;
- helping people in rural and remote communities.

What is apparent from an assessment of current policies and prevention strategies, is a clear focus on addressing the attitudes underpinning the perpetration of violence via community education, and the prevention of the recurrence of violence by perpetrators and re-victimisation of women (tertiary prevention). As part of the former, a major objective is to intervene early with children and young people to prevent the occurrence of violence (primary and secondary prevention delivered via school-based, health education programs; the programs are designed to educate young people on gender issues and non-violent attitudes, the development of appropriate, non-violent relationships and the enhancement of health and wellbeing).