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FORMATION OF EMOTIONAL AND EVALUATIVE EXPRESSIONS OF PRESCHOOL CHILDREN

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Abstract. The article deals with the problem of social and emotional development of preschool children. One of the components of SOE is the formation of emotional and evaluative expressions of preschool children that denote emotions and feelings, person's inner experiences, moral qualities. The issue of enriching children's speech with emotional and evaluative vocabulary requires further development, since the available methodological recommendations are fragmentary. Methods and techniques aimed at developing the ability to use the vocabulary of emotional evaluation in the practice of verbal communication with adults and peers have not been studied. There is a contradiction between the psychological prerequisites that determine the ability of older preschoolers to learn emotional and evaluative vocabulary, the recognition of the need for its formation for children's SOE on the one hand, and the insufficient development of the methodological aspect of this issue on the other hand.

Key words: social and emotional education of preschoolers, emotional and evaluative expressions, preschool children, emotional sphere of personality.

Introduction.

Dictionary work occupies one of the leading places in the system tasks for the speech development of preschoolers, since the word itself provides the content of communication. The situational personal communication develops in the older preschool age. This type of communication is characterized by a special content, motives and tasks that can be solved by different means. A significant place among them is occupied by emotional and evaluative expressions that indicate emotions and feelings, inner experiences of a person, moral qualities. Formation of emotional and evaluative vocabulary is an important condition of social and emotional education of preschool children.

Scientists note that emotions and feelings (L. Bozhovich, L. Vygotskyi, O. Zaporozhets, O. Leontiev, Y. Neverovych), a child's ideas about himself and others (T. Alekseykova, E. Panko, T. Repina, O. Smirnova) develop intensively in the preschool age. Verbal designations of emotions are necessary for a person to be aware of his own emotional experiences (L. Vygotskyi, O. Luk, S. Rubinstein, Ya. Reykovskii, P. Jacobson and others).

Researchers of children's speech (O. Gvozdev, V. Kharchenko, M. Yashchenko), neuropsychologists (V. Eremeyeva, P. Khrizman) and psychologists (I. Brezerton, D. Bigley, M. Lisina) note the early emergence of emotional evaluation words in children's speech. However, the issue of enriching preschool children's speech with emotional and evaluative expressions is not specifically studied. Only some features of the development of emotional and evaluative vocabulary of preschoolers, methods and techniques of its formation are revealed (L. Kolunova, A. Lavrentieva, E. Strunina).



The presence of emotional evaluation words in fiction is analyzed (L. Kolunova, V. Yashina).

The need to enrich the speech of preschool children with emotional and evaluative vocabulary is confirmed by the results of a survey of educators, students – future specialists in preschool education, who emphasize the importance of this vocabulary for the emotional development of a child. At the same time, the analysis of the speech of preschoolers and surrounding adults, native speakers, demonstrates the poverty of their emotional and evaluative vocabulary, the predominance of general evaluative vocabulary.

Basic text.

For the first time, the problem of enriching children's speech with emotional and evaluative vocabulary is highlighted in the studies of M. Alekseeva and V. Yashina. They consider the mastery of emotional and evaluative vocabulary as a condition for the formation of a socially active personality of older preschoolers. The importance of mastering this vocabulary in unity with the social and emotional education of the child, intensive accumulation of children's behavior experience, and the improvement of their social contacts with others is emphasized [5].

O. Zaporozhets [1,2] notes that shifts in the emotional sphere occur during the transition from early to preschool age in connection with the development of the child's relationships with the surrounding people, and changes in the nature of his activities. This is manifested in the emergence of special forms of empathy, sympathy for the actions and states of another person. Anticipatory emotional experiences appear, predicting the consequences of the performed actions, which lead to changes in the structure of emotional processes.

In the younger preschool age, the child's moral evaluations are determined by the general emotional attitude to the subject or phenomenon (and this is not always the basis for an adequate assessment). At the age of 4-5 years the substantiation of the moral assessment and classification of an act as good or bad begins to be based on insight into the relationships between people. That is, the moral assessment of actions becomes deeper and more adequate [3].

In order for the feeling to turn into a stable mental phenomenon, a certain psychological situation must appear. In the course of the situation, an emotional attitude towards the phenomena, a feeling that has never been experienced by a person before, is formed. New feelings may arise under the influence of the following situations:

- as a result of direct and indirect perception and awareness of other people's behavior;
- as a result of "empathizing" with the feelings of other people depicted in art (literature, painting, music, sculpture);
- with an interest in the facts of social life and relationships between people;
- as a result of the direct action of surrounding people (adults, peers, the entire team) [4].

The development of a child's feelings also depends on the means and methods of upbringing, living conditions (microclimate in the family, in preschool education institutions); on the peculiarities of relationships with adults. The feelings of a



preschool child can be expressed in relation to himself (a sense of self-worth, confidence, despair), to other people (anger, sympathy, friendship); to the team (a sense of collectivism). Definitions of emotional and evaluative vocabulary are specified by highlighting the following groups of words:

- words that reveal feelings that are experienced by the individual himself. These are words that denote feelings, emotions, mood: disgust, love, hatred, anger, sadness;
- evaluation words that qualify a thing, object, or phenomenon from either a positive or a negative side with all its lexical composition: good, evil, terrible, scary, cute;
- words in which the emotional attitude is expressed not lexically, but grammatically, i.e. by suffixes of emotional evaluation: granny, babykin, auntie [6].

Thus, emotional and evaluative vocabulary verbalizes the inner world of a person. It helps a person to reveal his emotions, feelings, assessments. It includes the following word groups:

- words that name emotions and feelings (love, joy, anger);
- words, the emotional significance of which is added by suffixes of emotional evaluation (doggy);
- evaluation words that qualify the subject and phenomenon from a positive or negative side (good, evil, fine, clever);
- words that characterize the ethical qualities of a person (honest, conscientious, fair), because they contain a social assessment of the subject from a positive or negative side.

The work of N. Sikarchuk [5], which studies the peculiarities of verbalization of emotional states by preschoolers, is relevant to our research. It describes possible methods and techniques for the formation of an emotional dictionary: conversations about emotional states, studies-exercises to reveal certain emotions using facial expressions and pantomime, drawing of various emotional experiences to the music, reading fiction, viewing reproductions of paintings, etc. The author highlights some features of the vocabulary formation denoting emotions and feelings in the developed methodical recommendations. Other categories of emotional and evaluative vocabulary are not considered.

In children's awareness of their emotional state, certain stages can also be outlined: from understanding and generalizing the situation in which the emotion arose, through relationships with other people and understanding one's behavior in this situation, to experiencing one's feeling. The need to use emotional and evaluative vocabulary arises in many types of preschoolers' activities, namely:

- necessary for successful personal communication with both adults and peers. Mastering emotional and evaluative vocabulary should not be an end in itself. It should be a means of developing other skills and abilities, a means of personality development. Communication can occur most effectively through the verbalization of inner feelings;
- artistic activity necessarily includes an evaluation stage, when children are invited to evaluate their own works and those of their peers and to motivate their evaluation;



- evaluative expressions appear in children's games (plot-role-playing games, building and constructive games, dramatic performances, didactic games); Children are free to express their emotions precisely in communication with their peers, in a joint game with them. Children's independent games are of great importance for the development of the vocabulary necessary for relationships. Those games that contribute to the formation of children's ability to notice and verbally identify the state, mood of others, peculiarities of their behavior and relationships: cheerful, sad, angry, helps;

- in labor activity, not only children's work is evaluated, but also the moral evaluation of adults' work is carried out – care for people. Personal qualities are formed in labor, the verbal designations of which are part of the emotional and evaluative vocabulary.

Emotional and evaluative vocabulary serves as a means of verbalizing emotions. Speech reflects the emotions that people experience most often, the most frequent and persistent feelings, but they do not exhaust the entire emotional palette of a person. The analysis of the scientific literature makes it possible to determine the following ways of enriching children's speech with emotional and evaluative vocabulary:

- the most important role in this process should be played by the definition of an indicative dictionary – a minimum containing vocabulary necessary to identify attitudes towards moral values, mastering moral norms and ways to implement these norms;

- integrated use of social and emotional education methods;

- organization of verbal communication between an adult and children in the process of household activities, everyday life and management of peers' communication with each other;

- use of fiction. One of its features is the reflection of human relationships, ethical norms of behavior, and personal values.

In accordance with the research objectives, the following language material is selected: words denoting emotions and feelings: joy, sadness, fear, surprise, love; words denoting ethical concepts: courage – timidity, accuracy, kindness, politeness, diligence, honesty – deceit, cunning, greed – generosity; words that qualify an object or phenomenon from a positive or negative point of view: cute, beautiful, well done, smart, sloppy.

The process of forming emotional and evaluative expressions of preschoolers is carried out taking into account the psychological structure of the word, its semantic structure, and the patterns of children's vocabulary development:

- the stage of creating an emotional and positive atmosphere in the group, forming preschoolers' interest in personal communication, focusing children's attention on emotional and evaluative vocabulary.

- the stage of enriching children's speech with emotional and evaluative vocabulary based on the formation of generalized ideas about emotions, feelings, establishing the relationship of emotional assessment words with other lexical units of speech (thematic, synonymous, antonymic connections).

- the stage of activation of emotional and evaluative vocabulary in children's speech, formation of the ability to use it to solve various communicative tasks.



At the first stage, the following tasks are solved: development of positive emotional relationships of children with peers and adults; promoting children's desire to communicate on personal topics; attracting children's attention to emotional and evaluative vocabulary. The following factors contributed to the creation of the favorable atmosphere for personal communication, emotional and positive relationships between children and adults, and the formation of preschoolers' ability to focus on the interests and emotional state of their peers:

- organization of friendly communication between the teacher and the child. The teacher establishes partnership relations with children, plays with them, does not ignore children's questions, answers them meaningfully, is interested in household chores, mood, etc.;
- prevention of conflicts in children's relationships in games, everyday communication;
- conducting games and exercises that foster a humane attitude towards peers, aimed at forming the ability to see and perceive other children, their movements, actions, words, emphasize good qualities in another child, the desire to do something pleasant for friends.

At the second stage, the following tasks are set: to clarify the meaning of words on the basis of the formation of generalized ideas about the reasons and ways of revealing emotions, feelings, and the peculiarities of the manifestation of ethical qualities; to develop the ability to notice emotional and evaluative vocabulary in speech, works of fiction, to explain its meaning; to expand the semantic connections of emotional evaluation words with other lexical units of speech.

The third stage involves the activation of emotional and evaluative vocabulary, the formation of the ability to use it to solve various communicative tasks. The implementation of the proposed tasks is carried out in various activities (games, work), in everyday communication. Tasks aimed at the use of emotional and evaluative vocabulary in coherent speech are prioritized at this stage: composing sentences, stories and fairy tales with emotional evaluation words; evaluative opinions about children's drawings and handicrafts, analysis of musical compositions; a description of one's emotional experiences.

Conclusion.

The formation of emotional and evaluative expressions of older preschool children is an important component of their social and emotional education. Mastering the words of emotional evaluation acts as a means of awareness and development of one's own emotions and feelings, forming ideas about ethical qualities, establishing social contacts with other people. This vocabulary is necessary for the child's involvement in the world of human values, the implementation of various types of activities (work, play, educational), the development of communication with adults and peers.

The accuracy of preschool children's use of emotional and evaluative expressions depends on the level of generalization of the formed concepts. Children of older preschool age do not always have the experience of many emotions and feelings. This factor makes it difficult to learn words of emotional evaluation. The development of ideas about emotions and feelings is facilitated by: demonstration of the reasons for



their occurrence, features of external appearance in various situations (with the help of facial expressions, pantomime, expressive capabilities of the voice), actualization of personal positive emotional experiences in the process of communication.

A special role in the process of enriching children's speech with emotional and evaluative vocabulary belongs to works of art (fiction, music, fine art). They influence the development of the emotional sphere, the emergence of many emotions and feelings, and the enrichment of ideas about ethical qualities. In the process of their perception, not only certain emotions and feelings arise, but also the need to use emotional and evaluative vocabulary to express one's attitude towards them appears.

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Анотація. В роботі розглядається проблема соціально-емоційного розвитку дітей дошкільного віку. Одним компонентів SOE є формування у дітей дошкільного віку емоційно-оцінних висловлювань, що позначають емоції і почуття, внутрішні переживання людини, моральні якості. Питання збагачення мовлення дітей емоційно-оцінною лексикою вимагає подальшої розробки, оскільки наявні методичні рекомендації носять фрагментарний характер, не вивчені методи і прийоми, спрямовані на формування умінь адекватно використовувати лексику емоційної оцінки в практиці мовленнєвого спілкування з дорослими і однолітками. Існує суперечність між психологічними передумовами, що обумовлюють можливість засвоєння старшими дошкільниками емоційно-оцінної лексики, визнанням необхідності її формування для SOE дітей, з одного боку, і недостатньою розробленістю методичного аспекту цього питання з іншого.

Ключові слова: соціально-емоційна освіта дошкільників, емоційно-оцінні висловлювання, діти дошкільного віку, емоційна сфера особистості.

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