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(Warsaw, Poland)**



**Instytut Integracji Europejskiej  
(Warszawa, Polska)**

**PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-  
COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS**

Collective monograph

Part I

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*This collective monograph offers the description of philosophical bases of definition of communicative competence and pedagogical conditions for the formation of communication skills. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of modern society are investigated in the context of philosophical, communicative and pedagogical interpretations.*

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**DIAGNOSTICS OF THE HUMANISTIC DIRECTION OF CHILDREN'S  
COMMUNICATION WITH PEERS AND PARENTS**

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***Abstract.** The article deals with the actual problem of modern preschool education in Ukraine, such as, the problem of the humanistic orientation of communication between preschool children with peers and parents. It is revealed that humanistic directed communication of children of senior preschool age is communication that focuses on humanism as a moral standard and value, respect, trust, equality and justice, subject-subject interaction. Diagnostics of the features of communication between children and parents, as well as children of senior preschool age with peers was carried out. The research results show that in every second family, parent-child relationships are not humanistically directed. The peculiarities of communication between older preschoolers and their peers indicate that children mostly know the norms and rules of communication, establishing and maintaining contact with their peers, however, they experience difficulties in implementing them in real practice of communicating with their peers. The reasons that prevent the formation of a humanistic orientation of communication were revealed. The main ones of them are: the lack of need for communication with peers, the unpopularity of the child in the group, lack of communication skills, lack of knowledge about the norms and regulations of communication, lack of formation of humanistic communication skills, etc. Prospects for further research are seen in the correction of parent-child relationships and the development of pedagogical conditions for the formation of a humanistic orientation of communication between older preschoolers.*

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### **Introduction.**

The problem of familiarization with the world of people has always been and remains leading in the upbringing of children of preschool age. Based on the priorities of the state policy of Ukraine in the development of preschool education, the problems of humanizing all spheres of preschool children become particularly relevant. The standard of preschool education in Ukraine focuses the attention of practitioners on the development of children's skills of socially recognized behavior, the ability to focus in the world of human relations, the willingness to empathize and share with others. Thanks to the communication with adults, as carriers of the social and historical experience of the mankind, a child has an interest and ability to understand others, to participate in joint activities with peers and adults, to combine their efforts with them to achieve a common result, to estimate their own capabilities, respect the wishes and interests of other people. Interaction with other people is a peculiar kind of child's entry into human society, which requires the ability to coordinate their interests, desires, actions with other members of society (educational line "Child in a society") [1].

The democratization and humanization of modern society and the educational process in preschool education institutions determine the urgency of solving the problem of shaping the humanistic orientation of communication between children and their parents and peers. Today, there is a deformation of the relationship between adults and children: aggressiveness, cruelty, indifference, hostility, which originate at an early age, when the child first enters into relationships with other people. Many parents experience a decrease in responsibility, the humane attitude towards children "atrophies", there is a lack of attention and respect for the child. Under these conditions, the contradiction between the child's need for care and continuous weakening, and then the lack of the necessary attention from adults, including relatives, has sharply escalated, which leads to a sharp conflict and artificial delay of its personal development. If relationships with parents and peers develop as positive, if a child is keen to communicate with them, following the appropriate rules, then we can hope that in the future this child will feel free among other people.

We consider the communication of preschool children as a process of interaction between a child and adults and peers. Despite this, we consider it necessary to study in detail the influence of the group of peers and parents on the formation of the humanistic orientation of communication between senior preschoolers.

The role of communication in the development of children is considered in different aspects: the impact of communication on the emergence of positive emotions in children, which affect the health of the child (Yu. Arkin) and the mental development of a preschooler (O. Zaporozhets, M. Lisina); increase mental activity in the learning process (O. Kravtsova, O. Smirnova). The works of L. Darenskaya, A. Izieva, G. Lavrentieva, S. Peterina, M. Fedorova, A. Yanytska are devoted to the cultivation of a culture of communication and relationships; to the education of speech communication culture - O. Amatieva, O. Bogush, N. Gorbunova, S. Kulachkivska, S. Ladyvir, I. Lutsenko, T. Pirozhenko and others.

Partially theoretical positions regarding humanistically directed communication of children are covered in the works of L. Artyomova, V. Bilousova, O. Kravtsova, V. Petrovsky. The problem of humane relationships was studied by V. Abramenkova, T. Alekseenko, V. Bilousova, A. Goncharenko, O. Kononko, T. Ponimanska, L. Tischuk, K. Shcherbakova. The essence and patterns of interaction between parents and children in modern conditions became the subject of scientific research by O. Dokukina, K. Zhurba, O. Kononko, T. Kravchenko, V. Kuzya, S. Ladyvir, V. Orzhehovskaya, S. Plokhii, L. Povaliy V. Postovoj, O. Khromova. Early experiences of interaction between parents and children were studied by A. Adler, E. Bern, G. Bowlby, D. Winnicott, M. Klein, M. Lisina, A. Freud, Z. Freud, E. Fromm, K. Horney, and others.

So, the problem of forming a humanistic orientation of communication in the educational process of the institution of preschool education remains relevant, since the phenomena of inhuman behavior of children are quite common, it is a consequence of the authoritarian style of relations, not a high culture of communication between children and peers and parents.

### **1. Diagnostics of the humanistic orientation of communication between children of senior preschool age and their peers**

Relationships with people are originated and develop extremely intensively at preschool age. The first experience of relationships becomes the basis on which the further development of the personality is built. The future path of his personal and social development and, consequently, his further fate will depend on how the child's relationships develop in the first peer group in his life — in the group of pre-school education institutions (A. Goncharenko, G. Grigorenko, O. Kononko, G. Kosheleva, T. Ponimanska, V. Kholmogorova, T. Shibutani, S. Jakobson).

We consider the humanistic orientation of communication as a component of the humanistic orientation of the personality, characterized by the formation of the need for communication and is realized through verbal and non-verbal means. Based on the analysis of psychological and pedagogical researches (I. Bekh, O. Kononko, M. Lisina, T. Repina) and the materials of our research, we can formulate our own definition of the concept "humanistic orientation of communication between children of senior preschool age" and to present its structure.

Humanistically directed communication of children of senior preschool age is a communication that focuses on humanism as a moral standard and value, respect, trust, equality and justice, subject-subject interaction. The goal of humanistically directed communication is to satisfy the need for communication, empathy, compassion and understanding, and the establishment of personal contacts. Like any other, humanistically directed communication performs a number of important functions: cognition of a personality (implies that the partners of communication know with each other, orienting

each of them in the interests, preferences, and emotional orientation of the environment); empathy (provides conditions for understanding the other person's feelings, the formation of the ability to put oneself in the place of another, the realization that there are others different from her point of view); educational (formation of relationships); social (acquisition of social experience in the process of communication).

Humanistically directed communication can be represented by a number of skills: to use the words of speech etiquette; to make contact; to express your thoughts clearly; to control emotions during communication; to compass and empathize; to respect the opinions of others; to express your feelings; the ability to behave in conflict situations; to listen carefully without interrupting; to evaluate adequately peer behavior; to show understanding and sympathy to peers in communication.

The goal of our research was: to study the peculiarities of the humanistic orientation of communication between senior preschoolers and their peers.

The objectives of the study: 1) to identify the level of knowledge of children about the rules of behavior and communication in the process of interaction with peers; 2) to determine the level of formation of the skills of humanistically directed communication of children with peers; 3) to find out the features of the motivation of communication of children in accordance with their sociometric status.

We have developed criteria and indicators of the levels of humanistic formation of communication between children of senior preschool age: the gnostic (knowledge of the rules of etiquette in communication, the ability to estimate situations of communication and the behavior of its participants, warning and solving conflict situations, understanding verbal and non-verbal means of communication); behavioral (ability to make a contact, to express one's thoughts, to initiate and maintain a conversation; to identify understanding and respond to the behavior of communication partners; sociability); motivational (interest to the process and communication partners, desire to humanize the communication process; balance of motivation for others and for oneself, breadth of motivation); emotional (satisfaction with communication, consideration of the emotional state of the participants of communication; culture of expression of feelings in communication, control of emotions during communication, ability to sympathy and empathy).

The corresponding methods and techniques were selected for each criterion and indicator: conversations with children in order to ascertain the level of knowledge about the rules of communication in the process of interaction with peers and adults; long-term observation included in order to study the formation of interpersonal skills involved in communication and real relationships of children. To considerate the characteristics of selective relationships with peers, to determine the status of the child in the group, the method of choice in action "Secret" was used (Ya. Kolominsky, T. Repina); peculiarities of communication with peers were studied using the "Magic Wand" diagnostic technique (G. Uruntajeva, Yu. Afonkina) and conversations with children "What is communication?" [2].

Examining the level of knowledge of children about the rules of behavior and communication in the process of interaction with peers showed that only 32.9% of children have a high level of knowledge and understanding of the rules of communication in accordance with etiquette norms. These children, not only know the norms of speech etiquette, but also offer adequate solutions to the proposed moral situations in compliance with the rules of the culture of communication and behavior. Almost half of the older preschoolers have an average level of knowledge (51.2%). Children of this level mostly know general norms of behavior and give an estimate to moral phenomena (good or bad), but they cannot justify why they behaved in precisely this way in different situations. Accordingly, 15.9% of children are classified as of low level. Children of this level have a certain knowledge of speech etiquette, but they do not always correctly estimate situations of moral content, do not know how to transfer existing knowledge to choose behavior in proposed imaginary situations.

Analysis of the data characterizing the skill of humanistically directed communication with peers shows that 68.9% of children don't have those skills sufficiently formed. The formation of only following skills can be attributed to a high level of development: the use of words of speech etiquette (55.1%), the ability to make contact (49.7%). In communication with peers, only 21.0% of children are able to listen carefully without interrupting; 37.1% express their emotions with the help of words, and the rest with facial expressions and emotions, or use extreme emotional states (if something does not go the way the child likes, it starts crying, and vice versa, when all is well, it laughs). Almost half of the children (46.1%) do not pay attention for the use of obscene language by others, since they themselves quite often use vulgar words in their speech; 38.9% - notice shortcomings in peer speech behavior, when they affect the interests of the child (offend, call names, shout loudly). Only 26.9% of children show their understanding and sympathy to their peers.

It was important for our research, to show the dependence of knowledge on the rules of communication and the real level of the formation of humanistic skills of communication. Thus, the indicator of ignorance of the norms and rules of communication is almost two times less than the real level of formation of skills. Thus, 32.9% of children have a high level of knowledge of the norms and rules of communication, while only 24.4% have a high level of formation of humanistic communication skills. One third of children (30.5%) have a low level of formation of humanistic communication skills, while only 15.9% of children have a low level of knowledge. These results prove that children's knowledge of the rules of communication and interaction does not mean the ability to apply them in real communication with peers. For our research, it was important to show the dependence of knowledge about the rules of communication and the real level of formation of humanistic skills. Thus, the indicator of ignorance of the norms and rules of communication is almost twice less than the actual level of formation of skills.



Thus, 32.9% of children have a high level of knowledge of the norms and rules of communication, while only 24.4% have a high level of formation of humanistic communication skills. One third of children (30.5%) have a low level of formation of humanistic communication skills, while only 15.9% of children have a low level of knowledge. These results confirm that children's knowledge of the rules of communication and interaction does not mean the ability to apply them in real communication with peers.

The observation of older preschoolers showed that they had difficulty in communicating with their peers on the basis of the non-coincidence of their interests and desires. Among the reasons that prevent the formation of a humanistic orientation of communication: lack of formation of the need to communicate with peers, the unpopularity of the child in the group, lack of communication skills, lack of knowledge about the norms and rules of communication, or the inability to use them in real communication practice, lack of skills of humanistic communication, lack of understanding of the state of other children, the negative behavior of the child (aggressiveness, greed, annoyance, excessive impulsivity). Diagnostics of children's motivation indicates that older children of preschool age show among the motives also those that are associated with communication and interaction, although their percentage is insignificant (9.6%) ("For Ira to be friends with me", "For I never quarrel with my friend", "For Sashko won't argue when we play with him", etc.).

According to the results of the experiment, 3 levels of development of the humanistic orientation of communication between children of senior preschool age were identified: high, medium, low. A high level of humanistic orientation of communication was found among 21.9% of children of older preschool age. It is characterized by deep knowledge of the rules of etiquette in communication, the ability to adequately estimate situations of communication and the behavior of its participants, the prevention and resolution of conflict situations if they occur, the ability to "read" verbal and non-verbal means of communication; the ability to independently establish contact, initiate and maintain a conversation, clearly express their thoughts, understanding of partners in communication, communication skills; interest in the process and communication partners, the desire to humanize the process of communication, the motivation of communication for others and for oneself, the breadth of motivation (going beyond the limits of satisfying the child's small material desires); satisfaction with communication, ability to take into account the emotional state of the participants; detection of high culture of expression of feelings, ability to control one's emotions in communication, ability to empathy.

The humanistic orientation of communication of children of this level is a daily practice of their behavior, based on a benevolent, sensitive attitude to the communicator, which is based on empathy, mutual understanding, respect for the personality of the partner. These children are sociable, are very popular among others. The average level of humanistic orientation of communication was found among 47.6% of children.

This level is characterized by knowledge of the rules of etiquette in communication, the ability to estimate the communication and behavior of participants depending on the current situation and desires, warning and resolving conflict situations after reminding by adult, or for the purpose of receiving praise, situational understanding of verbal and non-verbal means of communication; the ability to establish contact, initiate and maintain a conversation with the help of others, lack of clarity of statements, understanding of partners in communication, lack of communication skills; situational interest in the process and communication partners, the desire to humanize the communication process after the reminder of the relevant norms of behavior, the rules of communication in order to obtain approval from significant adults, more reputable peers, unilateralism and insufficient breadth of motivation; the ability to take into account the emotional state of the participants mainly in situations that reveal extreme emotional reactions (laughter, crying) by non-constant observance of the culture of expressing feelings, the ability to control one's emotions in communication, the ability to empathize depending on desire.

Compliance with the humanistic orientation of communication is not a daily practice of their communication, but rather is situational in nature. Its manifestations appear depending on the situation, the wishes of the child, after reminding the relevant norm of behavior to adults or to get approval. A low level of humanistic orientation of communication was found among 30.5% of children. It is characterized by superficial knowledge of the rules of etiquette in communication, lack of skills to estimate communication and the behavior of its participants, to prevent and constructively resolve conflict situations and an insufficient understanding of verbal and non-verbal means of communication; lack of ability to independently establish contact, initiate and support a conversation, clearly express their thoughts, understand communication partners, and lack of communication skills; interest in the process and communication partners for their own benefit, lack of desire to humanize the communication process, lack of motivation or lack of motivation for communication; lack of ability to observe culture, expression of feelings, inability to control one's emotions in communication, inability to empathy.

In the communication of children of this level there is no humanistic orientation, conflict situations prevail, self-interests are at the first place and are satisfied with any methods and techniques: whims, aggression, negative attitude towards others, crying, hysterical laughter and so on.

## **2. Diagnostics of the humanistic orientation of communication of children with parents**

Communication of children with parents is one of the most urgent problems that is studied by modern psychological and educational science. It is in interaction with an adult that a child enters a society, masters the values, norms and rules adopted in society. The humanism of parent-child relationships is directed at the child, the value system of the parents' reference points, which can be embodied in its consciousness and be accompanied by various emotional experiences.

So, if we take as a basis the conscious humanism of the parents, then the possibility of building a humanistic orientation in family communication opens up. In childhood, it is important to awaken kindness, humanity, and responsiveness, and this is possible if parents show the most subtle, sensitive care for children.

The essence and laws of the interaction of children with parents in modern conditions became the subject of scientific research by T. Alekseenko, O. Dokukina, K. Zhurba, O. Kononko, T. Kravchenko, L. Povaliy, V. Postovoi, O. Khromova. Foreign scientists E. Bern, J. Bowlby, R. Dreykurs, E. Eidemiller, R. Campbell, M. Rastomzhi, G. Figdor, R. Fisher note the crucial role of these relations in the development of personality.

Consequently, T. Alekseenko notes that humane relations between children and parents are primarily a kind of moral relations, which are manifested in goodwill, trust, respect, care, help, justice, intransigence to evil, cruelty, violence [3].

The child's interaction with parents is the first experience of establishing social relations with the environment. This experience is fixed and forms certain patterns of behavior in communication with other people, which are passed down from generation to generation. In each society, a unique culture of relationships and interactions between children and parents adds up, social stereotypes arise, certain attitudes and views on upbringing in the family. The aim of our research was: to study the features of the humanistic orientation of communication between preschool children and their parents.

The objectives of the study: 1) to study the living standards and features of raising children in the family; 2) to identify differences in the positions of father and mother about the nature of communication with the child; 3) to establish the peculiarities of the behavior of parents and children of different sex in conflict situations.

We were guided by the position that the ability to build constructive relationships in the family, to resolve conflict situations is an important indicator of personal development. The behavioral patterns characteristic of each person begin to be laid at the early stages of the formation of the personality, in the process of the child's active assimilation of the surrounding reality, its incorporation into the broad system of social relations, awareness of itself and its place in it. For the development of the child's personality, it is important that the family had respect, mutual understanding, empathy, mutual assistance, support and trust. This is facilitated by the humanistic orientation of communication.

The experiment consisted of three blocks. The purpose of the first block was to analyze the characteristics of parent-child relationships. The second block was aimed at identifying differences in the positions of father and mother in relation to their children. The third block was intended to establish the peculiarities of the behavior of parents and children of different sexes in conflict situations. The analysis of the characteristics of parent-child relationships included three directions: the study of the interaction in the process of observation, the diagnosis of relationships according to children's ideas, and the diagnosis of relationships according to the ideas of parents.

To study the interaction in the “child-adult” system, we used the method of purposeful observation of situations, the content of which is the interaction of the child with the parents. Such situations were: communication of the family with a child in kindergarten daily, after a holiday, after a day off. The observation took place according to a plan developed by us with the participation of educators. They fixed the emotional background in the morning and in the evening, the nature of joint actions and contacts, the content and forms for adults to put forward demands and instructions, and forms for the child’s response to them. Considering the multicolor of emotional life, the versatility of emotions in such situations, we recorded about ten situations of the same type.

In order to study family relations in the “child-adult” system, a program was developed to monitor the communication of children with parents in a pre-school educational institution in the morning and evening hours. They were fixed: manifestation of attention to appeals, questions of the child, his stories (the estimation was given on three levels: he pays attention constantly, not always, does not show), the behavior of the parents of the child’s age (corresponds, partially does not correspond, does not correspond), spiritual intimacy (show, show little, do not show), the presence or absence of partiality in the relationship with the child (the partiality manifests itself constantly, appears sometimes, does not manifest), the manifestation of obedience of child (behavior sometimes does not behavior, does not behavior).

The opinion formed as a result of observation was clarified during conversations with parents in terms of the preschool education and family, conversations with the child, as well as during the diagnostic examination of children and their parents.

Estimation of parents in raising children was carried out according to the following parameters: the manifestation of parents’ attention to the child’s life in kindergarten, its success and failure; the appearance of the child; the desire of parents to improve their pedagogical level: attention to the materials of parental informational list; participation in parental meetings, seeking advice, the desire to share impressions of watching your child.

A family research was also conducted with the help of interviews with parents, questioning, conversations with educators, compilation of family characteristics by educators, conversations with children and projective techniques.

As the main methods for the diagnosis of parent-child relationships, we used:

1. Diagnostic examination of children: the projective technique “Family Relation Test” by D. Anthony and E. Bene; projective technique “Family Drawing” T. Homontauskas; projective interview of A. Zakharov, V. Rybakov; games of association with children [4].

2. Diagnostic examination of parents: author’s questionnaire; questionnaire of parental relations A. Varga, V. Stolin; methods of analysis of family education of the ACB E. Eidemiller, V. Yustitskis [5]; modified parent-child interaction (MPCI) technique, I. Markovskaya; test K. Thomas on the definition of the behavior in a conflict situation.

In the process of research, the methods of conversation and observation were used to refine the data obtained from the use of other methods. Analysis of the results of diagnostics of the humanistic orientation of communication between preschool children and their parents consisted in interpreting the obtained results with each individual direction of research and in all directions as a whole. For the first, we set a goal to allocate an experimental group that would be characterized by such relationships between parents and older preschoolers which need further formation and correction. The experimental group was distinguished on the basis of studying the child's family situation, interviews and questionnaires conducted with children and their parents.

The value of the parent questionnaire that we compiled was that the parents' answers helped to identify the nature and causes of violations in parent-child relationships, the nature of communication in the family. Analysis of the results showed that the majority of children have complete families: both the father and the mother present in the family (84.9%). In most families, grandparents participate in the upbringing of children; 44.9% of children are the only child in the family, the rest have brothers and sisters; 40.1% of families consider themselves to be moderately well off (without their own living space); 25.1% called themselves low-income families. Then we made an analysis of internal family relations, the microclimate of families. Internal family relations were considered by us as problematic, if the parents noted the following: the presence of a negative emotional reaction in a child at an early age; unfavorable family environment; frequent conflicts in the family; lots of fears in a child; manifestations of violations in the behavior of children; difficulties in contacting the child with adults and peers; hyperexcitability; manifestations of anxiety in a child; the presence of unhealthy habits in children, disorders of sleep and nutrition of the child; frequent punishments of a child by adults (including physical ones).

The presence of the mentioned above problems can create a basis for disharmonious family relationships, which in turn can lead to disturbances in relations between parents and children. This suggests that if parents named more than half of the listed problems as characteristic of their children, then this family can be attributed to the experimental group, that is, to such a group characterized by a broken relationship between parents and their children. The results of the questionnaire of parents show that 54.9% of families are characterized by the mentioned problems, in 44.9% they do not find themselves to the same extent. Taking into account these results, we identified an experimental and control group. That split was preliminary and conditional. During further research, we compared the results, refined the adequacy of the selection of the control and experimental groups.

Next, we compared the indicators of the emotional problems of children in the experimental and control groups and found a difference in their behavior. Analysis of the results showed a significant difference in the behavior of children previously assigned to the control and experimental groups. The family environment is frankly called unfavorable by parents of only the experimental group (34.9%).

For children, whom we previously attributed to the experimental group, it is typical: disturbance of appetite, sleep (76.2%); the presence of unreasonable, according to parents, fears (95.1%) and bad habits (80.0%); manifestations of anxiety (84.9%); in 72.8% there are difficulties in contacts with adults and peers; cases of increased excitability (80.0%); the use of punishments and prohibitions (89.8%) compared with the control group (14.7%). All of the mentioned above indicators in the control group are in a significantly smaller amount. Children in the control group have fewer behavioral disorders, bad habits and fears, contact problems, sleep and appetite disturbances, cases of increased excitability and anxiety. So, according to the results of a questionnaire of parents, we can conclude that family problems have a negative impact on the emotional health of children. The presence of an unfavorable family environment leads to a violation of family contacts, frequent punishment of children, inhibits their activity. As a result of the observation of the relationship between children and parents, it is possible to identify the main groups of the families under research, depending on the characteristics of the child's emotional and personal relations with an adult, as well as on the characteristics of the child's relationship with relatives.

14.9% of families were assigned to the first group (with a high level of humanistic orientation of communication). The existence of warm relationships between family members, the predominance of goodwill is character for these families. In these families, everyone knows what a loved one lives, and the wishes and interests of each other are taken into consideration. They are characterized by natural care for the child, adults take into account the interests and mood of the child, even in situations where adults are busy with something. Here, with an understanding approach to the requests of the child and even whims, do not ignore any manifestations of his behavior. In these families, children are stimulated with the help of the skillful prevention of undesirable manifestations, on time given advice, attentive attitude. Parents of this group are able to predict the behavior of their child, directing it to the desired direction due to the emotionally expressive manifestation of their attitude to certain actions. We can argue that in this group there is a humanistic orientation in communication of children with their parents.

The second group (with a sufficient level of humanistic orientation of communication) includes 29.9% of families. These are families in which mutual understanding and benevolence reign, but outwardly they appear extremely indistinct. On the part of an adult, the feeling of gratitude is almost never shown, and there are no gentle appeals to the child. In relations with children, parents are stern and friendly, attentive to their activities and interests. Promoting the consolidation of positive, in their opinion, behavior is the main goal of education, so they are too persistent in their demands, which are often verbalized in the form of an order. In evaluations can be seen condemnation or encouragement. For parents, the peculiarities of the child's emotional experiences, his moods are not significant, therefore conflict situations are rather natural phenomenon. In these families, most parents appreciate the warmth and responsiveness among relatives and correctly understand the role of the family, but do not see anything wrong with the application of strict requirements and constant monitoring.

Business cooperation in these families is usually short-lived and is exhausted by the needs of a particular moment: providing a child with help or an answer to the question put by the child. Such a nature can contribute to the development of protective mechanisms in children. During household chores, child participation is defined as an adult requirement. Parents show no concern or desire to work and help. The only motive that exists for parents is necessity, and they declare it to the child. Carrying out joint activities, usually proceeds in the form of independent performance by each participant of their part, it is not the attitude to the matter that is estimated, but the quality of the assignment. Most of the parents of this group, in attracting preschool children to work, see only a means to occupy them with useful work. They do not understand the educational value of joint activities in the formation of positive personal qualities. Domestic responsibilities in these families are clearly distributed, mutual assistance is not accepted here, although the overall climate of family life is calm.

On situations where children witnessed expressed physical suffering of a relative adult, the cause of which were cases that occurred in front the child's eyes (smb. hurts its leg, burned its arm, etc.), they reacted either with passive sympathy or with primitive forms of assistance (took a plate, helped to pick up things which's fallen ). In situations where an adult did not vividly describe his condition, the children simply waited, not showing their attitude to what was happening. The reproaches that were expressed by adults were not much experienced. For example, fulfilling a request not to make noise while someone is resting, the child soon breaks the silence itself and does not stop others, because it forgets about it. The children of the first group were guards of silence and order in these situations, tried to tiptoe, scared to respond to noise: if it did not cause restlessness to those who had a rest. They tried to do everything possible to ease the pain of a person.

We attributed 40.1% of families to the third group (with an average level of humanistic orientation of communication). Almost all of these families entered the experimental group. These families are characterized by a normal microclimate with cold relations. The members of these families, talking about themselves, do not show interest in the affairs and experiences of another. Some of them, having lived up to ten years together, cannot characterize the activities and hobbies of each other outside the family, to name friends at work and characterize the relationship with them. Failure to take into account each other's interests leads to misunderstandings and mutual claims. In these families, raising a child is regarded as one of the parental duties, the fulfillment of which is treated without enthusiasm. Parents believe that it is impossible to predict what the child will be when he grows up, indicate that it depends on them a little. The parents of this group are characterized by the understanding that the sources of positive qualities among preschoolers are inherited or determined by socio-economic conditions. Most of the parents believe that the upbringing of such qualities occurs in later periods of life, and not in preschool age.

Parents of this group prefer to act according to circumstances, since even in matters of child care, they expect instructions from the staff of the pre-school education institution, although they take care of providing it with everything they need.

In the relationship of these parents with children, the manifestation of warmth and care is low. It depends on the mood of the adult and is often combined with a loyal attitude to the antics and the negative behavior of the child. While communicating with a child, there is often a palpable tone of discontent. A negative reaction is characteristic even of the child's innocuous mischief, since adults are not able and do not want to understand the peculiarities of the interests of their children. The dissatisfaction on the part of parents in these families is expressed frankly, as a result of which the child sometimes simply does not dare to approach his relatives with their concerns. The nature of business interaction with the child in these families depends on the mood of the adult. Children are often told that there is no time to do them, under this pretext adults refuse to help and participate in children's activities. Contact on the initiative of an adult is observed rarely, and the number of situations of business interaction decreases dramatically compared with the previous group. The facts of the unequal attitude of the child to the mother and father on the basis of their response to its treatment, confirming the dependence of readiness for relationship on the emotional intensity of communication with adults, were also noted.

The involvement of the child in joint activities as an assistant in these families was rarely observed. Parents explained this by their own employment, pointing out that you can do it yourself quickly. At the time of domestic affairs they try to isolate the child. As a rule, such reactions of parents contribute to the emergence of negative relationships between them and their children. Sometimes parents attracted a child to their activities, guided by the desire to see her at home. The family does not use one of the most powerful opportunities for establishing emotional interaction with children in the process of joint activities.

The children of this group reluctantly or completely refused to talk about their family. Children more responsive to the pain experienced by loved ones, but their sympathy is unstable, and they soon begin to bother with their questions and requests, despite the situation. Their activity is inhibited in situations of physical suffering of an adult - then they show confusion, and sometimes a clear fear. These children definitely show negative emotions about dissatisfaction of their desires, start to act up, some children show aggressive impulses. We attributed 14.9% of families to the fourth group (with a low level of humanistic orientation of communication) (we also assigned them to the experimental group). In these families, there is a low level of communication culture, indifference to the issues of upbringing, internal -family relationships are uneven, often conflicting. Parents consider child-upbringing a duty of pedagogical workers, they are more busy with themselves, and the lack of attention to children is motivated by the fact that they want to provide them financially. Communication with the child in these families is minimized, so if the child is not in kindergarten, then it is mostly outdoors or alone in a locked apartment. Appeal towards child is dry, hostile or highly controversial, goes from the exorbitant outpourings of affection to unjustified cruelty.

As a rule, these children do not show sensitivity to others, the child does not know anything about the interests and desires of their loved ones. Even the fact that they treat it is not always benevolent, it is not emotionally concerned.



These children are often in relations with adults and peers are malevolent, capable of causing evil by slander. The obtained generalized results of the diagnostic examination allowed us to identify two groups of respondents: experimental (55.1%) and control (44.9%). Relationships of children with parents in the control group have the following characteristics: a clear advantage of the child's emotional acceptance (79.8%); orientation of parents to the relationship of cooperation with the child (30.1%); rather high manifestation of the parents' desire for harmonious relations with the child (60.0%); a rather high level of control over the child (73.9%); orientation to its social achievements (82.2%); orientation to promote the positive qualities of the child, doubts about the effectiveness of any punishment (79.8%).

Characteristic signs of parent-child relationships in the experimental group are conflict (63.1%), inconsistency in educational influences (65.8%), emotional rejection by parents of their children (74.9%); disharmony, which leads to a kind of distortion in the mental development of children, generates isolation with respect to the awareness and expression of their needs, violation of children's self-esteem (25.1%). Preschoolers are acutely experiencing their place in the system of internal -family relations, they want to take a more significant position, but they have to be satisfied with the attitude their parents show towards them and respond to an unfavorable situation in the family with passive avoidance of work or indirect aggression (40.1%). The main sources of increased anxiety are the fear of punishment (55.0%), rejection, loss of love on the part of parents (74.9%). Children of the experimental group have ambivalent feelings for parents (37.9%): on the one hand, they emotionally repulse their parents, which is reflected in the drawings and sayings of children, on the other hand, they are drawn to them, dream of love and care; they found excessive or low self-esteem in conjunction with the experience of dissatisfaction with themselves (25.1%), which performs a predominantly protective function.

Differences were identified in the positions of both parents in relation to children. The majority of men are characterized by the following positions in relationships with children: demanding (60.0%), control in relation to the child and emotional distancing with it (61.0%). Mothers are dominated by anxiety over the child (20.0%), inconsistency and certain instability in relationships with children (85.2%). The results of a survey of children show that the mother is more likely (50.2%) than the father (26.7%) shows positive reactions towards the child, and, accordingly, the child more often receives negative reactions from the father (18.0%) than from the mother (11.2%). It has been established that conflict situations in the relations of children with parents arise in families where such types of parental relations as "rejection" (55.0%), "authoritarian hyperprotection" (65.2%) and "little loser" (70, 0%). Methods of behavior of the parents of the experimental group in relation to children in conflict situations are mainly non-constructive (65.2%); only 19.7% of preschoolers behave in a conflict situation in their own way; most children imitate the behavior of their parents, and girls are more likely to imitate their mother (50.0%), and boys more than their father (45.2%).

### **Conclusions.**

Summing up the diagnosis of the humanistic orientation of communication of children with peers and parents, we can make the following conclusions:

The results of the research allowed us to identify two groups of respondents: experimental and control. Relationships among children and parents in the control group are characterized by the clear advantage of the child's emotional acceptance; orientation of parents to the relationship of cooperation with the child; a high enough manifestation of the parents' desire for a harmonious relationship with the child; a fairly high level of control over the child, focusing on its social achievements; focus on encouraging the positive qualities of the child, doubting the effectiveness of any punishment. Characteristic signs of communication between children and parents of the experimental group are conflict, inconsistency in educational processes, and emotional rejection by parents of their children. This leads to a kind of distortion in the mental development of children, generates isolation with respect to the awareness and expression of their needs. The main sources of increased anxiety are the fear of punishment, rejection, loss of love on the part of parents. The basic needs of children are the need for recognition by parents, for love, for humanization of relationships; children of the experimental group mostly have ambivalent feelings towards their parents: on the one hand, they emotionally repel parents, which is reflected in the drawings and sayings of children, on the other hand, they are drawn to them, dream of love and care.

In every second family parent-child relationships are not humanistically directed. Also the diagnostic results showed insufficient formation of the humanistic orientation of communication between older preschool children and peers (only 21.9% of children belonged to the high level), which necessitated the correction of parent-child relationships and the development of pedagogical conditions for the formation of a humanistic orientation of communication among older preschool children.

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**PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-  
COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS**

Collective monograph

**Part I**

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