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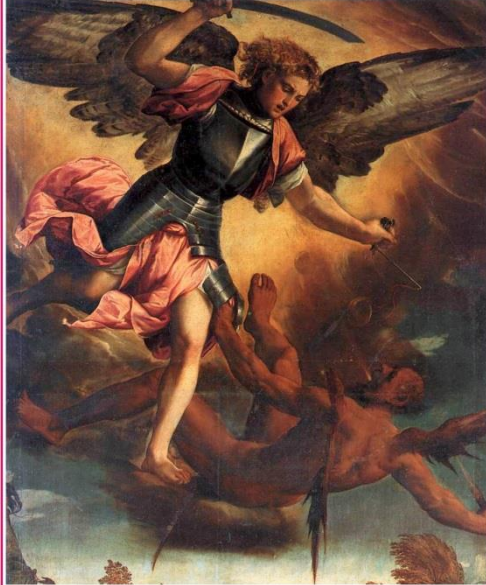
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Anxiety Manifestations Typical of Senior Preschool Children

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Abstract

The article presents the results of an experimental study of anxiety manifestations common to preschool children. The respondents are preschool children aged between five and six years who attend kindergartens. The authors of the article have analyzed the relationship of anxiety and personality development (personality traits), including forming self-esteem and emotional intelligence, as well as the sociometric status and the manifestation of fears in senior preschoolers. They have also provided graphic information on the established correspondence between the obtained measurement parameters. The article interprets the established dependencies according to the observation results and answers provided by parents and caregivers during the survey. It also concludes about anxiety manifestations in senior preschoolers with due regard to primary mental structures of this age. The article highlights the significance of the results obtained in providing psychological and pedagogical assistance to the emerging personality of a preschool child.

Keywords: emotional state; child's emotional development; emotional well-being/ill-being; anxiety; senior preschool age.

Manifestaciones De Ansiedad Típicas De Niños En Edad Preescolar

Resumen

El artículo presenta los resultados de un estudio experimental de manifestaciones de ansiedad comunes en niños en edad preescolar. Los encuestados son niños en edad preescolar de entre cinco y seis años que asisten a jardines de infancia. Los autores del artículo han analizado la relación de ansiedad y desarrollo de la personalidad (rasgos de personalidad), incluida la formación de la autoestima y la inteligencia emocional, así como el estado sociométrico y la manifestación de los miedos en los preescolares mayores. También han proporcionado información gráfica sobre la correspondencia establecida entre los parámetros de medición obtenidos.

El artículo interpreta las dependencias establecidas de acuerdo con los resultados de observación y las respuestas proporcionadas por los padres y cuidadores durante la encuesta. También concluye sobre las manifestaciones de ansiedad en preescolares mayores con la debida atención a las estructuras mentales primarias de esta edad. El artículo destaca la importancia de los resultados obtenidos al proporcionar asistencia psicológica y pedagógica a la personalidad emergente de un niño en edad preescolar.

Palabras clave: estado emocional; desarrollo emocional del niño; bienestar emocional / malestar; ansiedad; edad preescolar superior.

1. Introduction

Considering the modernization of society, it is particularly relevant to mold the modern generation of preschool children. Modern children live in the new conditions of social development revealed in a busy rhythm of life, emotional overload, manifestations of aggression, irritability and emotional restraint that are promoted by adults, peers and mass media. These children are anxious, sensitive to resentment and can be aggravated by others' attitude. The main causes of the changing behavior of preschool children are growing neurotization among adults, intrapersonal conflicts, violations of parent-child relationships and insufficient conditions for relieving emotional stress. We should also note the changing relations of people, which increasingly highlights the connection between success and aggressiveness (Kosheleva et al., 2003).

Many studies of modern psychologists and educators (Faustova, 2011; Martsinkovskaya, 2015; Karelina, 2017, etc.) are concerned with the growing number of preschool children with emotional disorders. According to T.D. Martsinkovskaya (2015), only a third of boys and girls (35-38%) had a high level of anxiety in 2009, but their number increased to 51% and 49%, respectively, in 2014. Nowadays, the number of children with anxiety manifestations is still growing, which stipulates the need to study changes in the development of the child's personality. Some aspects of this development comprise a negative attitude towards oneself, the suppression of social activity and the decrease in productive activities. As a result, children fall into a state of emotional distress. We should note that senior preschool age is a stage when children realize their personality traits, their role in the system of social relations and form arbitrary behavior.

2. Literature review

While analyzing the relevant psychological and pedagogical literature and modern surveys, we defined two positions characterizing anxiety manifestations as an inborn psychodynamic characteristic (A.I. Zakharov (1996), N.D. Levitov, V.M. Astapov (2008), etc.) and, consequently, the result of socialization (I.V. Imedadze (2006), A.M. Prikhozhan (2011), etc.). According to foreign scholars (Levitt, 1971; Spielberg, 2006; Murray et al., 2009), anxiety is an acquired behavioral disposition formed through the accumulation of individual negative experiences related to anxiety states. The state of prolonged anxiety that is inadequately intense in relation to the real complexity of any given situation ceases to fully realize its stimulation function, suppresses behavioral activity and generally disrupts the human psyche. A high level of anxiety poses a threat to the individual's mental health and contributes to the development of neurotic conditions. At the same time, scientists in the sphere of pedagogy (Faustova and Gamaova, 2016; Karelina, 2017) consider it appropriate to use the concept of "emotional well-being/ill-being". Thus, a stable positive and comfortable emotional state of children is considered as the basis of their positive attitude towards the world, which influences their family interactions, cognitive and emotional-volitional spheres, the style of dealing with stressful situations and relationships with peers. In general, this basic emotional state is called the feeling of emotional well-being. Hence, the emotional ill-being of children is revealed as unstable and inadequate emotional responses when interacting with the surrounding world, the dominance of negative feelings, anxiety and fears that exceed their age norm, low

self-esteem (Faustova and Gamova, 2016).

I.O Karelina (2017) believes that the issue of children's emotional well-being in family and preschool education institutions is among urgent ones since a positive emotional state is the most important condition for personality development. In her opinion, the emotional sphere of preschoolers includes three groups of disorders in its development: mood disorders, behavioral disorders and psychomotor disturbances. One type of such disturbances is an "anxiety disorder" that manifests itself as emotional discomfort associated with the expectation of ill-being, a state of causeless concern accompanied by nervous tension and injustice (Faustova, 2011, P. 16).

I.V. Faustova (2011) claims that "emotional ill-being" as a negative emotional state of children is expressed by instable and inadequate emotional responses when interacting with the surrounding world, the dominance of negative feelings, anxiety and fears that exceed their age norm, low self-esteem.

The generation and development of anxiety as a model of forming new mental structures within one's personality was proposed by A. Prokhorov (1996). The scholar believes such a repeating unstable state as anxiety becomes dominant and causes the formation of a new structure (anxiety) that goes through several stages. The first stage is marked by the formation of the dynamic supporting core of anxiety based on other mental processes. During the second stage, anxiety is revealed in specific activity and behavior. At the third stage, the formed structure acquires the character of a personality trait (personal anxiety) and reproduces the mental states that formed it in the first place.

According to A.M. Prikhozhan (2011), anxiety is emotional distress experienced at preschool age rather than a personality structure that is caused by the unsatisfied need for reliability and protection ensured by one's immediate circle, unfavorable relationships between children and adults and the troubles of parents. A high level of anxiety has a negative and disruptive effect on activities of preschool children. When observing anxious children, one can notice the difference in their classroom demeanor and behavior in other situations. Anxious children are sociable and easy-going in extracurricular activities but they are tense and shy in the classroom. A.M. Prikhozhan (2011) distinguishes between two types of anxiety manifestations common to preschool children: anxious-aggressive in the form of direct or covert aggression (drawings, stories); anxious-dependent expressed in increased attention to the emotional state of other people (ex-

cessive obedience, overcare up to self-denial).

While describing anxiety manifestations in preschool children, A.I. Zakharov (1996) notes that situational anxiety should be considered as dominant. Anxiety is not a stable personality trait and has situational manifestations in senior preschoolers since children develop their personality during this period.

According to L.V. Makshantseva, anxiety is manifested in the lack of emotional adaptiveness to social situations (Makshantseva, 1998, P. 40). The scholar also notes certain differences in anxiety manifestations among boys and girls, while the peak of anxiety was experienced by three-year-old boys. Many scholars (E. Gilyazova, I.O. Karelina (2017), I.V. Faustova (2011), etc.) characterizing anxious children note their self-esteem is influenced by anxiety. They believe that anxious children have low self-esteem, i.e. they are uncertain, indecisive and modest. Thus, E. Gilyazova (1998) claims that anxious children have low self-esteem, are sensitive to their failures and tend to give up on activities that are too difficult to complete. V. Kobylchenko (2017) holds a different opinion. The scientist believes that anxious children have unstable self-esteem. Their diligence, accuracy and discipline are protective measures, i.e. these children do everything possible to avoid failure.

I.V. Imedadze (2006) has revealed a significant correlation between anxiety indicators and the level of claims at preschool age. According to the scholar, claims of anxious children are higher than their real possibilities. The reaction to success and failure can be either adequate or inadequate, including an increase in the level of claims after success and a decrease after failure, or the opposite reaction.

Besides identifying the specifics of anxiety manifestations at preschool age, scholars also try to determine their causes. Some scientists (Merlin, 2007; Levitov and Astapov, 2008) claim that an anxious state can indicate weaknesses of one's nervous system, a temperament property, individual differences and subjective dysfunctions of the individual's interaction with the environment. In this regard, S. Sharma (2003), J. Smoller, S. Block and M. Young (2009) consider anxiety as a special property of temperament, where anxiety indicators are always combined with relatively high levels of neuroticism and are conditioned by the innate typology of higher nervous activity.

A number of foreign scholars (Strelay, 1994; Noyes and Hoehn-Saric, 1998; Buchholz and Schorz, 1999) emphasize vegetative manifestations of anxiety, including increased heartbeat, skin discoloration, increased

body temperature, sweating, palm moisture, dry mouth, chest tightness, shortness of breath, rapid breathing, abdominal cramps, nausea, urination and bowel movements. The most common physiological reaction accompanying anxiety and personal uneasiness is increased muscle tension due to the central excitatory state.

Russian scientists (I.V. Imedadze (2006), A.M. Prikhozhan (2011), etc.) regard anxiety as a phenomenon conditioned by the nature of family relations, typology and development. Thus, A.M. Prikhozhan (2011) calls the “mother-child” relationship the basic cause of anxiety. The scholar distinguishes between three groups of mothers: 1) very active, striving to completely “build” and control the life of their child and the whole family; 2) rigid; 3) helpless and passive. A typical feature of these mothers is a high level of personal anxiety (Prikhozhan, 2011).

A.I. Zakharov (1996) singles out three groups of social factors that affect the child’s emotional well-being:

- Socio-cultural – neurotic parents with many problems that are reflected in the upbringing of children and have a negative impact on their psyche;
- Socio-economic – parental employment, short maternity leave and children left unattended by their loved ones;
- Socio-psychological – violations of parent-child relationships and mistakes of family education.

At the same time, anxiety as a type of emotional discomfort is an acquired behavioral disposition formed through the accumulation of individual negative experiences related to anxiety states. Preschool anxiety is situational, unconscious and can be disguised as behavioral manifestations of some other problems. Anxious children are emotionally incapable of adapting to different social situations. They can be quite sociable and easy-going but become tense and shy in the classroom. However, they have friends, are not isolated and can be quite popular among their peers. The self-esteem of anxious children is unstable but their claims are higher than their real possibilities. Preschool children can experience two types of anxiety manifestations: anxious-aggressive in the form of direct and covert aggression (drawings, stories); anxious-dependent expressed in increased attention to the emotional state of other people (excessive obedience, overcare up to self-denial).

The above-mentioned scientific works are of great significance but they are quite segmentary. At the same time, there are few studies of anxiety manifestations in connection with personality traits of preschool children.

The study of this problem in the context of preschool education institutions suggests that the specifics of anxious children are not considered in the educational process. However, many scholars (I.V. Faustova, I.O. Karelina, V.V. Lebedinskii, etc.) note that anxious children belong to risk groups in terms of possible neurosis, addictive behavior and emotional personality disorders (Lebedinskii, 1985; Faustova and Gamova, 2016; Karelina, 2017). This problem is especially significant for senior preschoolers since they begin to form “personal consciousness” and its crucial manifestations (self-esteem, understanding of one’s feelings, sexual identification, self-awareness in time) (Elkonin, 1978). Senior preschool age is the last stage of preschool education and marks the transition to primary school that increases requirements for children. While preschool children are required and even encouraged to participate in activities, students should understand the value of their activities. Therefore, the child’s success is directly related to the result of some activity, which can be difficult for an anxious child.

Thus, the objective of this article is conditioned by the need for understanding anxiety manifestations in senior preschoolers to consider them in pedagogical practice, as well as the lack of sufficient scientific data on this problem in the corresponding literature.

The article aims to study anxiety manifestations in senior preschoolers, define its influence on the development of their personality traits and form conditions for the implementation of the program of psychological and pedagogical support of anxious children attending preschool education institutions.

While conducting the theoretical analysis of psychological and pedagogical literature, we have determined anxiety manifestations typical of preschool age that affect the development of the child’s personality traits and forms arbitrary behavior. Based on the above-mentioned analysis, we have highlighted the most significant influence of anxiety on the development of preschool children, in particular, self-esteem (uncertainty), sociometric status in a group and fearfulness (manifestation of fears), the development of emotional intelligence of anxious children to include its results in the content of special education. We studied anxiety manifestations in senior preschoolers through organizing and conducting a psychological and pedagogical experiment. During the experiment, we made a series of measurements using projective techniques that meet the basic requirements of the measurement procedure, i.e. they are valid, reliable and standardized. The measurement procedure was carried out under the direct supervision of

kindergarten teachers and psychologists. All diagnostic procedures were conducted on an individual basis. At the end of the measurement procedure, we had a conversation with each child.

To conduct the experiment, we have selected the following diagnostic methods: "Choose the right face" (R. Tammle, M. Dorka and V. Amen); "Ladder" (V.G. Schur); "Fears in the house" (A.I. Zakharov, M. Panfilova); the "Family drawing" projective test (A.L. Wenger); "Two houses" (T.A. Martsinkovskaya); the projective techniques of "Three wishes", "Drawing" (Nguyen Minh An) (Martsinkovskaya, 1998; Golovei and Rybalko, 2005; Velieva, 2005; Greben, 2007; Nguyen, 2007).

Study sample. The experiment was conducted in four preschool education institutions of Almaty. In total, 90 families participated in the survey: senior preschool children, including 47 boys and 44 girls; the average age was 5.5 years (n=91 people). Their parents were interviewed to collect information about the level of anxiety shown at home. During the experiment, the sample group was divided into two experimental groups according to the results of measuring anxiety using the "Choose the right face" method (R. Tammle, M. Dorka and V. Amen). All the subsequent measurements were carried out in two groups in conformity with two levels of anxiety manifestations (high and moderate). The parameters of moderate anxiety can be considered as consistent with normal development.

3. Results

Using the "Choose the right face" method (R. Tammle, M. Dorka and V. Amen) at the initial stage of the experiment, we determined several levels of anxiety manifestations among the respondents (Figure 1).

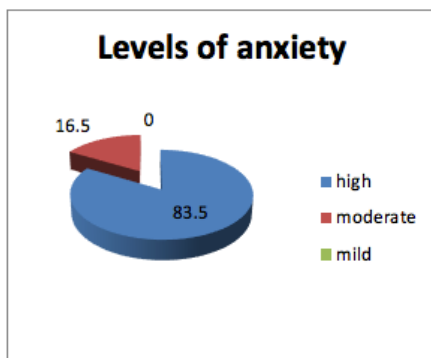


Figure 1. Levels of anxiety manifestations defined by the "Choose the right face" method (R. Tammle, M. Dorka and V. Amen).

According to the quantitative analysis we conducted, the initial data were distributed between two levels: high (83.5%) and moderate (16.5%). Each level of anxiety includes several anxiety indices (AIs): a high level (AIs above 50%) is from 50 to 100; a moderate level (AIs from 20% to 50%); a mild level (AIs from 0% to 20%). During the experiment, we did not define an index below 20%, with the lowest index being 24%. As a result, the parameters we obtained were conditionally divided into two groups: the respondents with a high and moderate level of anxiety. While assessing the self-esteem of senior preschoolers with anxiety manifestations through the “Ladder” technique, we determined the following levels of its manifestation (Figure 2).

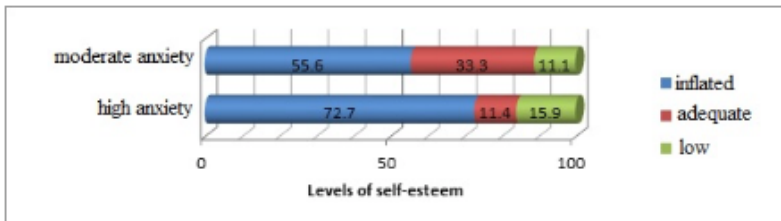


Figure 2. Correlation between the development of self-esteem and anxiety.

The data obtained reveal inflated self-esteem in two groups of the respondents. However, there are certain changes in the development of self-esteem affected by a moderate level of anxiety. The statistical analysis demonstrates that the connection between the above-mentioned features is statistically significant (the significance level of $p < 0.01$). The value of the χ^2 criterion is 14.166, the critical χ^2 value is 9.21 at $p = 0.01$. Therefore, differences in self-esteem manifestations of two groups are statistically significant.

Here are the results of processing the data obtained using the “Fears in the house” method (Figure 3).

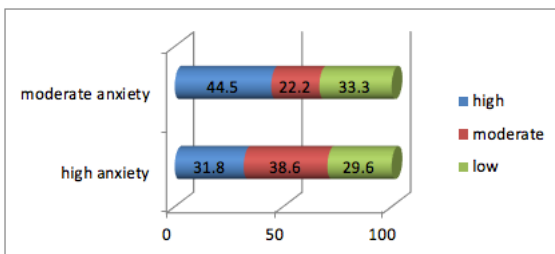


Figure 3. Levels of fear and anxiety manifestations.

While comparing the parameters of high anxiety and indicators defined by the “Fears in the house” method, we revealed direct and small dependence; the connection of $r_s=0.298$ is statistically insignificant. The correlation between the parameters of moderate anxiety and fear indicators of this group is direct and weak; the dependence of features is statistically insignificant ($r_s=0.371$). The results obtained prove a direct and moderate connection between fears and levels of anxiety. However, this dependence is regarded as statistically insignificant.

Here are sociometric indicators obtained with the help of the “Two houses” method. There is a noticeable difference in the indicators provided by the respondents with two levels of anxiety (Figure 4).

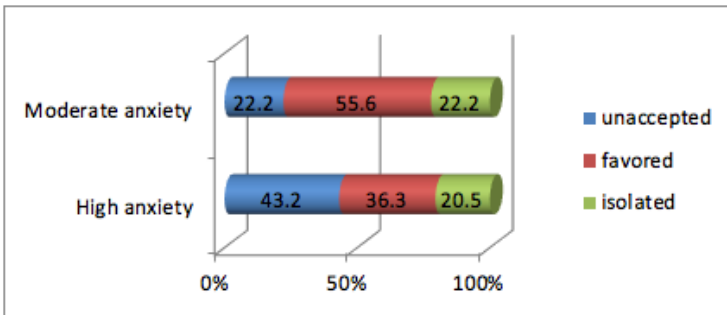


Figure 4. Sociometric status defined by the "Two houses" method.

For calculations using the Pearson χ^2 criterion, the correlation between features is statistically significant (the significance level of $p \leq 0.01$, $\chi^2=11.156$, $\chi^2_{crit}=9.21$). The sociometric indicators defined by the “Two houses” method seriously differ among the respondents from two groups, which allows us to compare and consider such indicators as determined by the factor under study, in particular, children’s anxiety.

Within the framework of the measurement procedure, we have also used the projective techniques proposed by M.A. Nguyen for preschool children with anxiety manifestations to determine the development of their emotional intelligence.

While processing the measurement results, we defined the following levels of developing emotional intelligence (Figure 5).

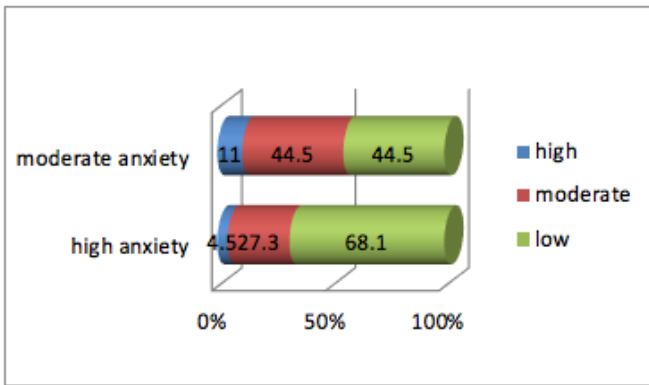


Figure 5. Levels of developing emotional intelligence.

This distribution of indicators shows that the emotional intelligence of preschool children is poorly developed. At the same time, preschoolers with a moderate level of anxiety have certain advantages in the development of their emotional intelligence. When analyzing the emotional intelligence of children with high and moderate levels of anxiety, we calculated the criterion $\chi^2=12.096$, $\chi^2_{crit}=9.21$ (the significance level of $p=0.01$). The revealed connection between features is statistically significant at the significance level of $p<0.01$. The results obtained prove the reliability of different indicators of emotional intelligence in two groups. Therefore, we have gathered comprehensive materials for further analysis and comparison.

The “Family drawing” test unveils common features in the drawings of anxious children, including too much pressure, strong lines, hair shading, disparate figures positioned at the page bottom, figures growing smaller, signs of severe asthenia, uncertainty and even aggressiveness (empty eye sockets, pointed lines, etc.), signs of the unsatisfied need for communication with peers and emotional closeness with parents. At the same time, a large number of drawings can be described as primitive and schematic.

The drawings made by children with a moderate level of anxiety also show anxiety signs, including too much pressure, distinct lines and shading. They stand for egocentrism, impulsiveness, aggressiveness and conflict proneness, as well as unsatisfied needs for communication with peers and adults. The drawings of most children have signs of sexual identity, in particular, clothing, the rules for drawing a female or male figure, which proves age-related changes and the forming self-consciousness of preschool children.

4. Discussion

Summarizing the experimental data, we should note that most senior preschoolers are characterized by a rather high level of anxiety (83.5%), 16.5% of them have a moderate level of anxiety and no respondents have a mild level of anxiety. Comparing the obtained indicators of anxiety manifestations in preschool children with the indicators presented by T.D. Martsinkovskaya (2015), we can emphasize higher anxiety indicators of modern preschoolers. However, other scholars (Makshantseva, 1998) have already noted an increase in anxiety levels of senior preschoolers (from 61% to 86%). These scientists also marked earlier anxiety manifestations (at the age of three-four years), which allows them to speak about manifestations of a different nature and, therefore, consider anxiety as a personality structure. They believe that indicators (from 36% to 50%) are moderate and correlate with the normal emotional and personal development of children. According to A.I. Zakharov (1996), anxiety is not a stable personality trait at preschool age and has situational manifestations since children form their personality during this period.

From the perspective of A.M. Prikhozhan (2011), anxiety in preschoolers may have some personal features but it becomes a stable personality trait only in adolescence. Preschool anxiety grows from the need for reliability and protection unsatisfied by one's inner circle (the main need at this age). The scholar believes that anxiety disorganizes activities and lowers their productivity. Anxious children are unsociable and tense in the classroom, they answer the teacher's questions in a small, muffled voice, may begin to stutter. Their speech can be very fast and hasty or slow and faltering. Due to motor excitement, children fiddle with their clothes and toy with something. This position is supported by many modern studies that consider these signs as typical features of anxious children.

Thus, the above-mentioned indicators should be regarded as the clear dominance of high anxiety in preschool children.

Based on the survey of parents and teachers, we have identified the most repeated answers and highlighted them as typical features of anxious children. These features are as follows: "more embarrassed than others", "cannot hold back tears", "tense while completing some task", "timid and afraid of many things", "does not have a good appetite", "suffers from altered defecation patterns", "has difficulties to focus on something", "constrained, very tense when completing some task", "hands are usually cold and wet", etc. Teachers observing children's behavior in the classroom

also noticed the involuntary change of their facial expressions. Preschoolers are genuine and impulsive; the emotions they experience are instantly shown on their face, in pose, gesture and all actions.

According to the procedure for assessing the self-esteem of preschool children, inflated self-esteem prevails in both groups. In fact, inflated self-esteem is typical of this age but it is really sensitive. Preschoolers tend to evaluate themselves positively. T.A. Repina (2005) notices that negative evaluations are used by a small number of seven-year-old children. T.D. Martsinkovskaya (2015) describes some features of modern preschool children living in big cities: egocentric communication, no interest in communication partners, commitment to the future, property (toys, money, other objects) and social roles reflecting common standards and attitudes become their priority related to the real values of modern society. Personal qualities fade into insignificance. Thus, the inflated self-esteem of preschoolers can be called a typical phenomenon of the present days. At the same time, we observe age-related changes in the child's psyche, forming self-awareness and a tendency to increase the rational logical assessment if compared with the emotional component.

According to most scholars, the self-esteem of anxious children is often low because these children are characterized by insecure behavior, certain shyness and indecisiveness.

In the course of the study, we have found some differences in auto-evaluation due to the inflated self-esteem of both groups that should be considered typical of this age. Analyzing these differences, we can note that anxious children often have inflated self-esteem (72.7%), fewer respondents have low self-esteem (15.9%) and only few of them have adequate self-esteem (11.4%). Preschool children with a moderate (normal) level of anxiety can have inflated (55.6%) and adequate self-esteem (33.3%), which stands for more than a third of the respondents, and only 11.1% of children have low self-esteem. The revealed differences are statistically significant at the level of confidence probability ($p < 0.01$), which allows to highlight these differences and make them acceptable for further research. These results suggest that high anxiety helps to preserve emotionally colored inadequate self-esteem, which can hinder the development of one's rational (logical) self-awareness. Self-esteem indicates the development of consciousness (an important mental structure formed at preschool age). Self-esteem also denotes the development of "personal consciousness" (Elkonin, 1978); it expresses the child's ability to evaluate their achievements and failures, their qualities and capabilities, their role in the system of relationships

with adults. The inflated self-esteem of anxious children can be conditioned by their sensitivity that makes their self-esteem of a protective nature and hinders the development of their self-awareness.

The results of determining the sociometric status with the help of the “Two houses” method show that the role of “unaccepted” is more typical of children with high anxiety (43.2%), while more than a third of children are accepted by people around them (36.3%) and only 20.5% can be regarded as isolated. These indicators suggest that children with a high level of anxiety can still build effective relationships with their peers and be in the spotlight.

While observing anxious children, we noticed their desire to be in the spotlight. However, they often fail to meet all the requirements of some game or other children and adults. The behavior of anxious children is characterized by signs of shyness or aggressiveness expressed in the form of excessive modesty or cruelty. Such children are often misunderstood by adults and less often by other children. Due to the predominance of emotional self-esteem, anxious children are usually dissatisfied with their role in a group, which can cause an intrapersonal conflict.

Most children with a moderate level of anxiety fall into the so-called “favored” group (55.6%), which makes up more than half of the whole experimental group. The rest of the children can be divided into “unaccepted” (22.2%) and “isolated” (22.2%). This distribution of indicators suggests that children with a moderate level of anxiety can be more self-motivated, decisive, more emotionally open and sociable. Such children often become leaders in their group. In this case, the “isolated” and “unaccepted” indicators can be considered appropriate for normal development.

Based on the “Fears in the house” method, we found a moderate connection between the level of fear and anxiety. Thus, 38.6% of severely anxious children have a moderate level of fears, more than a third of children have high indicators of fears (31.8%) and the lesser group is characterized by a mild level of fears (29.6%). Children with a moderate level of anxiety can have high (44.5%), mild (33.3%) and moderate indicators of fears (22.2%). During the conversation, we clarified children’s fears and realized that modern preschoolers are not afraid of parents, fabulous villains or staying home alone. However, they are fearful of the death, fire, injections and attacks of strangers. They often have nightmares, know about death, wars, etc. These fears imply the dread of specific objects cultivated in the minds of children by adults and parents in an attempt to control their behavior.

While considering fear manifestations, many scholars (A. Gardiner, R. May, K. Izard, etc.) analyze them from the standpoint that fear is a reaction to a specific danger, like an emotion that performs important adaptive functions, it is directed at some specific object, namely fear of something. The states of fear and anxiety are identical but are caused by different processes. According to K. Izard, natural stimuli of fears are associated with age and depend on the processes of development and maturation. Fear cannot be equated with anxiety but intense fear limits the individual's perception, way of thinking and freedom of choice, i.e. it is a strong emotion and has a noticeable effect on perceptual-cognitive processes and individual behavior. Children with a high and moderate level of anxiety are generally influenced by age-related fears that can change. Consequently, the transformation of the prevailing fears is inevitable but emotional fears can be transferred to the next stages of personality development. Different indicators of two groups may be caused by high anxiety and its impact on the personal and emotional development of children (Astapov, 2008).

The analysis has demonstrated that the emotional intelligence of children with a high and moderate level of anxiety is underdeveloped. However, the figures are much higher among severely anxious children (68.1%). Typical manifestations of low emotional intelligence are the following statements: "I want to be like the Superman (Iron Man, etc.) to defeat everyone", "I want to get magical power" or the desire to possess a certain toy (candy), a specific thing (dress), etc. Moreover, children' desire to acquire something for themselves is the most common sign of low emotional intelligence. Such answers are typical of both groups.

There are significant differences in the development of emotional intelligence in both groups. Children with a moderate level of anxiety have relatively well-developed emotional intelligence. Their responses show they understand the importance of social relations, express their ability to empathize and can feel concern for their loved ones and parents, for example, "so that everyone would feel good", "so that dad and mom will not get sick", "so that my friend will not get sick", "so mom will not be berated at work", "so that my grandmother will not lecture me", etc. The successful development of emotional intelligence can be considered as age-related changes, in particular, the development of self-awareness in senior preschoolers. Children with a high level of anxiety demonstrate low indicators of emotional intelligence (4.5%).

Describing anxiety manifestations in modern preschoolers, T.D. Martsinkovskaya (2015) notes that children become egocentric in the process of

communication, pay less attention to their communication partners, mostly focus on their future and tend to use negative statements.

While evaluating the emotional intelligence of senior preschoolers with anxiety manifestations, we noted different age-related changes. Senior preschool age is the last stage of preschool education characterized by forming new mental structures. They help children recognize their personal qualities, accept their role in the system of social relations and form arbitrary behavior.

According to the study results, the personality development of anxious preschoolers can be subject to certain changes. It should be noted that anxiety can act as a kind of barrier that inhibits the normal mental development of children and slows down their full inclusion in some activity or initiative.

5. Conclusion

Therefore, anxiety manifestations common to preschool children are characterized by changing boundaries and growing intensity. The general indicator of anxiety (83%) differs among children of preschool age. This indicator proves that anxiety is mostly an acquired personality trait formed in certain conditions. We consider anxiety as an individual mental structure that is getting deformed throughout the process of upbringing, the formation of a certain behavioral pattern and joint activities with peers and adults.

While studying the development of personal characteristics typical of anxious preschoolers, we determined certain changes influenced by their peculiarities, in particular:

The self-esteem of highly anxious children is inadequately inflated and unstable, as well as has a distinct emotional component (increased sensitivity), which hinders the formation of adequate and differentiated self-representation. Children's self-image and their satisfaction with interpersonal relationships (their peers, significant adults, etc.) do not correspond to each other, which creates the conditions for intrapersonal conflicts. Significant discrepancies are expressed in terms of self-esteem and are revealed in the results of drawing tests. In general, the self-esteem of anxious children affects the development of their self-awareness (the main mental structure at preschool age) and its rational component.

The emotional intelligence of anxious children develops in such a way that the emotional component prevails over logical and rational consciousness. At the same time, the emotional level of intelligence becomes egocen-

tric and oriented towards oneself rather than others. This development of emotional intelligence can affect the formation of the child's individual motivational system, the subordination of motives, the primary sense of duty and empathy, emotional orientation to other people.

A high level of anxiety affects the development of interpersonal relationships. Anxious children are often less communicative, i.e. most of them are not "accepted" but not completely isolated. The child's success in establishing relationships depends on the type of dominant anxiety: situational or personal.

Preschool anxiety manifestations do not depend on children's fears. Parents are the ones who bring fears into the lives of their children. A positive image shown by parents helps children build functional relationships with such an emotion as fear. A growing level of the child's fear is conditioned by the lack of emotional experience.

Using projective (pictorial) techniques, we compared the studied traits and the child's states reflected in creative activities. The drawings made by anxious children mostly contain elements depicting their prevailing emotional state, ideas about themselves and others and especially family relationships. It is significant to pay attention to the position of elements on the sheet of paper, pencil pressure, the presence of additional elements and the use of color shades. The drawings of anxious children reveal signs of aggressiveness, conflict and asthenia.

Thus, this experimental study has clarified some features of anxiety manifestations in senior preschoolers. Considering the limited application of projective methods in this research and its specific organization, we believe that the data obtained can complement the existing ideas about the development of children's anxiety.

This study has also demonstrated that the level of anxiety in preschool children is associated with the system of their relations with significant adults (parents, carers, grandparents, tutors, etc.). In this regard, we have focused on developing the program of psychological and pedagogical support on the development of emotional intelligence. Currently, we are developing a special program for preschool children revealing signs of anxiety.

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