

Features of educator – child relations in kindergarden groups

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Many people think that to make relationships with their children and to develop positive qualities are just in the responsibility of parents. Only a mother can better understand her child and embrace him / her with warmth and caress. In some cases, due to unfavourable family conditions, the most important and beloved person for a child is not the parent, but the caregiver. It is the naturalist who meets the needs of the child, takes care of him / her and, which is most important, loves him / her. The purpose of the research is to study features of educator-child relations in the kindergardens.

For more than a century, children around the world have been growing up in social institutions. The experience in this field is expanding. Parents are not the only ones involved in the mental development of children raised in these institutions, teachers (educators) are also actively involved into this process.

T. A. Makova, L. Q. Yemelyanova, L. V. Zagik and Y. G. Makova approach to the problem in the viewpoint of the principle of unity in the upbringing of the child. As they have lived together for a long time with their parents, the interaction with educators also covers child's mental development. It acts as an influential factor as well. Children's family education and public pre-school education require a common goal and purpose.

At the end of the pre-school age, children's mental abilities are characterised by the fact that they are more interested in meeting their needs in activities with the elderly and peers, at the same time accepting themselves as individuals. In fact, it occupies a prominent place in their motives. During this period, the main focus of the child's activities is on self-affirmation in dealing with people. The practice of handling objects continues to improve at a later age but it may not be a priority for the child because he / she already recognises things and events that are of special importance for his / her life. By being aware of their signs and characteristics, they become familiar with many automated systems of action.

Keywords: preschool education, educators, child, kindergarden, relations, upbringing

Introduction. Parents have got different approach tools, ways and methods of upbringing from their life experience, upbringing. While the principle of unity in the upbringing of the child follows in the family and social, belief in sustainable skills and habits, moral feelings and physical development are harmonised and associated (Маркова, 1982: 5).

The authors explain it by these reasons:

- a) lack of pedagogical knowledge, general and pedagogical (including interpersonal) culture;
- b) lack of practical skills to overcome the difficulties in the organisation of the educational process, etc.

Under modern conditions, the main figure of education is the child who is the subject of his / her activity. In this process, the teacher (educator) takes advantage of wide opportunities of the social environment in which the child lives and works, and guides his / her activities for the purpose of his / her development, can give a direction. From this point of view, the main task of pre-school education is a purposeful, well-thought-out form of a new form of child's behaviour and development. It is the development of taste. If we approach the problem from a purely psychological point of view, the organiser and regulator of the educational environment, both in the family and in pre-school educational institutions, and the supervisor is the parent, the teacher, and their effective interaction with children.

Formulation of the problem. At present, when defining the tasks of pre-school education in connection with the modern curriculum project, it is the main direction of the educational work to be carried out in pre-school educational institutions. The educator's relationship with the child is based on democratic values. The regulation of the naturalist's interactions with the child takes into account the child's social experience in the family, the level of socialisation, as well as the characteristics of mental development.

In this regard, institutional documents state that children come to pre-school institutions from different families. Until then, the child acquires certain knowledge, skills and habits in the family. Therefore, the family is considered the child's first guardian. Despite all this, parents need to develop the child's socialisation, communication with other people, and the knowledge and skills needed for schooling, needed by pre-school institutions or other social institutions for education (www.kurikulum.az).

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Objectives: Educators are not satisfied with the general requirements of each child's activity but succeed in different activities and behaviours based on his / her individual and other people's experiences. Success not only reveals the child's inner potential but also creates new opportunities. In order to expect the principle of success, the following requirements are set for educators in the educator – child relationship:

- to develop children's ability to cooperate with the elder and peers;
- to strengthen self-regulation so that children can cope freely with difficulties;
- to support the development of trust and independence in children;
- to form communication skills, to develop the ability to explain and defend one's position;
- to develop logical, critical and creative thinking;
- to allow children to feel comfortable and safe, to behave in accordance with their age;
- to increase children's search and research efforts in their own interests;
- to create conditions for the proper regulation of behaviour and the development of actions in a conscious way;
- to give preference to the organisation of creative games;
- to create a favourable environment for children to develop their abilities;
- to give children the opportunity to choose to participate in "interest classes";
- to ensure the participation of parents in the life of the child in a preschool institution.

Despite these requirements, the situation of attention and care for children in preschool institutions, the organisation of educational work with them is very different. In some institutions, children's mental and emotional development needs are effectively met, while in others there is a lack of communication alongside a lack of interest in children. As a result, there are delays in the mental development of children, the emotional sphere is disturbed. If a child has lost a parent or is affected by another demographic factor in the family, the situation is exacerbated. Therefore, at present, the main burden in regulating the mental development of children from families with demographic problems in preschool institutions falls on kindergarten teachers. Since a parent facing financial and moral difficulties has to take care of the child's livelihood alone, he / she is not able to meet all his / her social, moral and psychological needs.

Main part. In modern times, even in successful families, the educator has a special role in the mental development of the child. Of course, if he / she follows certain norms, and if all requirements to the child's relationship with educators are met, they will have a positive effect on a child's mental development.

R. S. Bure, N. Y. Mikhaylenko, V. K. Kotirlo state that there are enough facts about communication problems of children brought up in preschool institutions. The experts attribute this to the fact that the child is deprived of communication with parents, not as a factor arising from the conditions of these institutions. "In many cases, children in children's institutions suffer from mental retardation due to the lack of communication. The point is that the main source of a child's mental development is the adults around him / her. A child cannot develop unless he or she acquires the abilities, skills, and attitudes that exist in human society but no matter how well they are dressed. Even if children are fed well, they cannot learn to speak, think, feel, judge, or use things on their own. All this is learned only with other people. Without love, without the attention and understanding of close people, a baby cannot be formed as a complete and comprehensive personality" (Валиханли, 1969: 13).

R. S. Buren concludes that the main way to prevent communication deficits is to determine its role in mental development. "Unfortunately, children can live in kindergarten as well as in the family if the need for communication is not adequately met. This is due to the fact that communication with educators is not sufficiently effective. In order to prevent the lack of communication, first of all, when dealing with the problems arising from the lack of communication, for mental development at different stages of childhood, we need to know the role it plays" (Буре, 1987: 14).

For example, I would like to comment on one of the events I encountered in practice. A boy named Elman (name withheld) came to the T-group. At first glance, he was emotionally different from other children. It quickly boiled over the children. He was active in trainings. He was interested in everything and asked many questions. This situation lasted for several days.

Every night since the third day he came to the kindergarten, Elman would ask: "Will my mother come to the teacher tomorrow?" Finally, the 5 days of his arrival were over. On the sixth day, from morning to evening, the mother brought Elman back to the kindergarten, but this time his mood was different. It had changed considerably.

From the first day of the week, Elman's emotionality was replaced by sluggishness. Inattention had been increased. Interests had been weakened. Compared to the first week, his attention worsened and he began to talk less. After another week, the child's general mental activity changed: his perception weakened, his

speech became intermittent, incoherent, sluggish, and his perception deteriorated. These delays were also observed in the physiological state of the child. First of all, his sleeping was disturbed. During the day, he would turn to one side of the bed, talk to himself, go to sleep late at night, and sometimes he woke up and wanted his mother. Thus, he turned from a cheerful, witty, kind, sociable child into a sad, helpless, rude, lazy, closed child. His actions and behaviour were typical of orphans (there were other children in the group, and Elman lived apart from his father).

The tools we used to activate Elman, did not work. We knew that the mother was in a difficult situation. The only way out was to increase Elman's sense of responsibility. To do this, he had to change his attitude and his way of communicating with her. Our work in this direction has borne some fruit. Elman waited patiently for a week to meet his mother, tried to activate himself, and collected good news for her about his success.

So, the most important task of our specialists working in public institutions in dealing with children is to take into account these two factors:

- 1) the nature of the problems in the child's family;
- 2) the content of the child's individuality and related needs.

In the example we showed, the most important requirement for Elman was to keep in touch with his mother. It was the failure to meet the need to communicate with the mother that led to a regression in his psyche but the fact that this situation was associated with his personal qualities, the creation of motivation for action changed.

M. Ismayilova studied the psychological impact of the communication style of upbringing on the interaction of preschool children and the interaction between educators and children in kindergartens.

It has been established that at each stage of the developmental dynamics of children, social norms and rules of behaviour, the study and understanding of human life and the environment are perceived as a characteristic feature of mental development (Исмаилова, 1999: 45).

At the first stage, there is a process of studying and getting acquainted with the world around us. At this stage, normal conditions are created for the child to develop, and the nature of the surrounding objects and events is taught. At the second stage, the child learns himself / herself, society, natural phenomena, social norms. At the third stage, there is a free choice of activity, its planning and implementation. If parents and caregivers want to instill something in a child, it must serve the child's personal culture. The child should be given freedom, a developmental and stimulating environment in which he / she could be interested, inclined, and engaged in independent work.

As it can be seen, at all the three stages, there is a need to establish the role and relationship of the parent and caregiver. In other words, the unity of training and education must be based on the cooperation of both parties. It depends on overcoming difficulties in relationships, synergies, and children's willingness to work with both educators and parents.

M. Ismayilova distinguishes the features of the emotional interaction between educators and children in kindergartens as follows:

- 1) encouraging emotional attitude;
- 2) formal requirements or "cold" attitude or relationship;
- 3) inconsistent manifestations of emotional relationships.

M. Ismayilova connects the positive effect of emotional interactions between educators and children on the psyche with the feeling of sympathy in children. It is clear that it depends on the child's trust and confidence in the caregivers. In order for a child to have sympathy for caregivers and their assessments, the child must be sure that he or she is with the caregivers that the parent trusts, is loved and protected by the caregivers.

R. S Bure and L. F. Ostrovskaya approach the issue in the context of work with parents in kindergartens. It discusses the specific aspects of the relationship between educators and parents, as well as the general problems of education. They believe that the main problem here is that adults and children do not understand each other. By observing people's communication, it is possible to identify differences in approach to its content. The authors raise an old problem, the child understands something else. Although this communication has an external effect, in reality, there is a feeling of alienation and misunderstanding between children and adults. The role of the educator is to better understand the child. To do this, it is necessary to get to know this young employee well, not to restrict or criticise his / her demands. If the educator does not understand the inner needs of the child, which motivates him / her to communicate, he / she will not fully understand the child he / she is raising (Буре, Островская, 1985: 64).

Other researchers suggest a number of options for work in this area. "The rich experience of educators shows that parents prefer to meet them in person. In particular, if the invitation is prepared or decorated by the

children themselves, parents must attend such meetings" (Буре, Михайленко, 1989: 49).

Giving the exceptional role to communication in the preschool age, the educator should explain to parents when talking to them that the child should be treated as a rule, especially with adults, and above all. It is important to communicate. People who interact with children play an important role not only in the development of his / her senses but also in the development of his / her mental and other abilities. Therefore, caregivers and parents should set an example for their children in their dealings with them.

A child's real, sensitive attitude to the world around him / her is determined not only by the demands and control of adults but also by the child's personal experiences and impressions formed in his / her life experience. This proved to be true in experiments as well. For example, in the research of L. S. Bagirova it was found that the content of the relationship with adults changes in children at different stages of preschool age.

In each age group, as we age, our emotional attitudes toward older people weaken compared to other objects. Only 40% of 3-4 year olds are attentive to their caregiver. In the rest of the age, this attitude is not differentiated from other objects (animals and objects) because the objects of the world around them are not objective for the child. They value these objects not from a social point of view, but from the point of view of their own interests.

In another experiment, a large number of colour, subject, and object pictures were placed on a table. A play corner was created on the floor and toys were placed there. Children were encouraged to look at the pictures with the tutor or play with the toys. As a result, as you get older, the interest in emotional communication with the elderly increases, and the interest in free activities decreases.

We must take into account that children living in public institutions have to adapt to this environment. In determining the work that can affect the dynamic development of children's psyche in such institutions, first of all, its methodology should be developed because each child has his / her own problems. According to these problems, they have different psychological conditions. They are often ineffective when exposed to the same methods. The following issues should be considered in the development of methodologies in this area:

- taking into account the individual characteristics of each child;
- determining the content of needs;
- clarifying the field of motivation, regulating emotional attitudes;
- creating interest in activities (working, playing, training);
- enriching life experience, expanding social relations, etc.

Which is most important, educators working in these institutions must love children and have a humane attitude to them. Otherwise, even the most effective methods will be ineffective.

Using the "Pedagogical Qualifications Test" test, we tested 30 educators involved in the study.

Processing of the result:

a) - 0 point; b) - 1 point; c) - 3 points.

0 - 6 points. The educator needs the help of a psychologist. He / she does not know his / her professional duties, does not understand his / her pedagogical mistakes, does not take responsibility for the development and upbringing of children.

7 - 12 points. The educator is not always fair in the training process. He / she attributes his / her mistakes to the fact that parents do not bring up their children properly, or that children are weak and unable to behave.

13 - 16 points. This is a good example for many teachers / educators but there is also a need for self-improvement. Since there is innovation, education requirements change frequently. From this point of view, it is impossible to lag behind the present. We must take our time, be fairer in our actions towards children.

17 - 21 points. He / she is considered an ideal educator because he / she makes the right decisions in all situations. The sense of justice is well developed. He / she knows the intricacies of parenting, makes the right decisions, prevents conflicts with children and parents and resolves them successfully.

According to the results of the "Test of pedagogical qualities" test, there was no educator who scored 0 - 6 points. 11 people scored 7 - 12 points, 17 people scored 13-16 points, 2 people scored 18 - 19 points. This means that 37% of the educators involved in the study are not always fair in the educational process, even though they know their duties well enough. They see the mistakes they make in others. Only 7% of the tutors work satisfactorily. 66% of the educators have weak shortcomings in their work. They are a good example for educators but there is also a need for self-nationalisation.

To increase the professional training of educators, we conducted trainings on "Development of Communication Skills" with them. After these trainings, there were a number of changes in the educators' activities. The main indicator of the change was their relationship with the children's parents. The conversations we had with the tutors, the advice we gave, as well as the listening sessions, confirmed this.

After finishing this work, we used the "Pedagogical Situations" test among 15 educators in kindergartens number 20 and 24 in Sumgayit, where we conducted and applied the "Pedagogical Quality Qualifications Check up" test.

The results of the "Pedagogical situations" test were calculated in points.

56 - 70 points - high pedagogical skills, responsible in their work, skillfully solves problematic situations, regulates communication and interaction with children at the required level, has a democratic type of communication.

29 - 55 points. Pedagogical skills are average, sometimes there are difficulties in interaction with children, they make hasty decisions because they do not always understand children well, they face problems, they have an authoritarian-liberal type of communication.

14 - 28 points. Weak pedagogical skills, pedagogical failures, difficulties in communicating with children, misunderstanding and the misunderstanding of them, educators who show this result are not recommended to work with children.

4 tutors scored **56 - 70 points** on this test. This is a high figure. The results of other tutors were between **34 - 55 points**. There was no educator with low results.

We came to a conclusion that one of the conditions for ensuring comprehensive development in kindergartens is the effective communication of children with educators, the interaction of joint activities.

Approbation of research results. The main provisions of the article are reflected in the author's theses submitted to the scientific conferences in Azerbaijan and abroad, as well as in the scientific articles published in various journals in Azerbaijan and abroad.

Conclusion. Cooperation with the child requires that the educator should play a more guiding role, assess the achievements of children, create conditions for creative cooperation. These requirements allow the educator to direct children to mental activity. In this case, the interaction of the educator with children is based on special rules. Otherwise, underestimated achievement may reduce the child's interest in the activity. The educator determines the success of the child, covering areas of opportunities and characteristics. As a result, the child's relationship with caregivers is positive.

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Особливості стосунків між вихователем і дитиною в закладах дошкільної освіти

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Основною метою дослідження є вивчення особливостей стосунків між вихователем та дитиною в закладах дошкільної освіти. Багато людей думають, що налагодження стосунків зі своїми дітьми і розвиток позитивних якостей – це відповідальність батьків. Тільки мама може краще зрозуміти свою дитину і обійняти її із теплотою і ласкою. В деяких випадках через несприятливі сімейні умови найважливішою і улюбленішою людиною для дитини стає не батько чи мати, а вихователь.

Більше століття діти у всьому світі ростуть у соціальних установах. Досвід у цій сфері розширюється. Не лише батьки беруть участь у розумовому розвитку дітей, що виховуються в цих установах, учителі (вихователі) також активно беруть участь у цьому процесі. Т. Макова, Л. Смельянова, Л. Загик, Ю. Макова підходять до проблеми з погляду принципу єдності у вихованні дитини. Оскільки вони довгий час жили разом зі своїми батьками, взаємодія з педагогами також

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сприяє розумовому розвитку. Він діє як впливовий чинник. Виховання дітей в сім'ї і державних закладах дошкільної освіти вимагає спільної мети і завдання.

У кінці дошкільного віку розумові здібності дітей характеризуються більшою зацікавленістю в задоволенні своїх потреб у діяльності з дорослими і однолітками при одночасному прийнятті індивідуальності особистості. Фактично, це займає провідне місце в їх мотивах. У цей період основний акцент у діяльності дитини робиться на самоствердженні в стосунках з людьми. Практика поводження з предметами продовжує покращуватися у старшому віці, але може не бути пріоритетом для дитини. Тому що вона вже усвідомлює речі і події, які мають особливе значення для її життя. Знаючи свої ознаки і характеристики, вони знайомляться з багатьма автоматизованими системами дій.

Ключові слова: дошкільна освіта, педагоги, дитина, дитячий сад, стосунки, виховання.

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