



## Emotions of Preschoolers and their Assessment

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### ABSTRACT

Emotion plays a major role in a child's life. It helps him to adapt to different situations. If the child is bored or aggressive, it means that everything around him is not in order. If he looks happy and cheerful, it means his inner world is in order. Any emotion expressed by the child reflects the general state of the adults around him. A 3-5 year old toddler can understand the inner emotional state of both himself and his peers and expresses his attitude towards them. A preschooler can sense when his friend is upset, angry or scared. There is a wide range of emotions of a preschool child: joy, worry, anger, surprise, disgust, fear, jealousy... and he expresses each emotion with a corresponding facial expression. The social environment is a powerful determinant of a child's emotional development. Emotions revealed in the process of interacting with the environment and people will be reflected in their future life. For example, a boy may develop a cold attitude towards all women if he is raised by a strict mother who is indifferent to his feelings.

**Keywords:** emotion, preschool child, joy, anger, fear, facial expression

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### Introduction

Emotion (latin "emovere" – excitement) is a mental, spiritual feeling, which arises in a person at a specific moment and in a specific situation, internal and as a result of exposure to external irritants. The term emotion, as noted by Goldsmith, is used to describe a reaction, state, character, trait, feeling and mood. Every emotion implies the participation of simple feelings, namely: pleasure - discomfort and excitement - relaxation, notes Georgian psychologist and professor of psychology Dimitri Uznadze and generally divides emotions into four groups. These are: two groups of pleasant emotions, pleasant emotions of excitement and relaxation, and two groups of unpleasant emotions - unpleasant emotions of excitement and relaxation. Dimitri Uznadze considered emotion to be the primary reflection of mood in consciousness. According to him, mood is a personal readiness for behavior and it consists of subjective and objective factors, namely, the needs of the subject and the specific situation. Since mood serves the expediency of behavior, so emotion also reflects reality and also serves the expediency of behavior. (D. Uznadze, 2003). McDougall considers instincts as the basis for the classification of emotions and separates as many groups of emotions as there are different instincts. According to him, emotion is an affective manifestation of an instinctive process.

Even Aristotle pointed to the different biological roots of pleasure and unhappiness. According to him, pleasure is a sign of the successful life, and unhappiness, on the contrary, is a sign of failure. According to the English philosopher of psychologist Herbert Spencer, feelings of discomfort correlate with harmful processes for the body, and pleasure correlates with beneficial processes. i.e. The body feels pleasure when some useful process is taking place in the body. In times of trouble, on the contrary.

Charles Darwin, based on his experimental work, pointed out the peculiarities of the movements expressing the nature of emotion and noted that the movements that individuals show in the case of emotions are the rudiments of previous expedient movements.

These considerations were further developed by James and Lange, whose theory is based on the importance of the role of expressive movements. According to them, emotion is a reflection of bodily processes in consciousness and a complex of internal sensations.

"We are angry because we are attacked", "we are afraid because we tremble". For example, if we encounter a wolf or any other animal in the forest, our physiological and physical reactions will be: increased heart rate, increased breathing or running away. According to James and Lange, emotion and its generation, feeling, comes from our physiology.

According to famous physiologists Cannon, Sherrington, Leeper and others, visceral processes are not the essence of emotion. Emotional feeling appears without physical sensations, it is a tool for a person to adapt to the environment, it adds energy and activity to him when overcoming danger; Wenger develops a position opposite to them and assigns a visceral function to emotion.

Scientists Clapared and Jeanne note that emotion is a person's reaction to a situation that he cannot adapt to. It appears in a person during the period of his inability to adapt to the environment.

Stern noted that visceral and vasomotor reactions are an additional factor of emotional processes. It seems that the nervous system and the endocrine apparatus are involved in the genesis of emotional feelings, and human emotional feelings arise with the participation of the central nervous system, he noted.

According to psychologists of the 60s and 70s of the 20th century, emotion reflects the primary motivational system of a person. Some scientists consider emotion as a short-term, transient state. Unlike them, psychologist Schachten notes that people are systematically under the influence of one or another emotion, behavior and affect are inseparable from each other.

Modern theories that are characterized by a functional approach to emotions claim that the main function of emotion is to induce behavior directed towards the achievement of personal goals (Barrett & Campos, 1987; Campos, Frankel, & Camras, 2004; Frijda, 2000; Saarni, Mumme, & Campos, 1998).

Laura Burke proposes the concept of social reference, namely, "when evaluating an uncertain situation, relying on the emotional reaction of another person." The evaluation of others' emotions is called Through social reference, children learn to behave in everyday situations.

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### Preschoolers' emotions

A child is especially emotional in the younger and pre-secondary school age. When the elders treat him with sensitivity, know his rights, and his peers want to be friends with him, play with him, he experiences emotional satisfaction, gets cheerful mood and shows more warmth, love, kindness towards the people around him, which is expressed by the corresponding emotions. From an early age, a child notices the nuances of an adult's assessment of his behavior: in one case, he is praised, in the other, something is forbidden for him. He has the so-called "Guidelines", behavior assessment categories: "bad", "good", "shameful", "can't" etc. The nature of the emotion, its positive or negative tone is now determined not only by the desired achievement or non-achievement, but also by the social evaluation of this or that action. Accordingly, the behavior praised by an adult, the action causes a positive, pleasant emotion in a child, and a displeased one - a negative one.

The emotional state of the child is subject to its own classification. In particular:

**The first group** - relatively long-term emotional state;

**The second group** - strong emotional attitude towards a specific person or object;

**The third group** - one's own emotion, as the realization of the mental state of the organism.

A preschool child has a need to gain positive favor from peers and adults. He fully reveals his abilities, realizes himself. In the absence of appropriate support from close people, his character deteriorates, he becomes irritable, bored and grumpy, which is manifested in frequent aggressiveness and negative emotional mood. Unpleasant emotional state can arise in various situations, when failure to perform an action, for example, in the case of competition in sports and other types of events, at school or in the case of strictly regulated situations in kindergarten.

The child gets a particularly negative emotion when the people around him have an unwanted attitude, and the teacher's tactful approach to the child is of particular importance.

For example, a kindergarten teacher asked children to name objects that are made of glass. One of the boys tried to be the first to answer and named the bottle. The teacher shook his head in surprise and did not consider his answer correct. Then the boy named the glass. The educator pointed out that this word had already been said. The child again addressed the teacher evasively: "Is the plate also made of glass?" - this time his answer was also considered incorrect. After that, the boy's desire to answer the teacher's questions disappeared, he sat silently and bored. Based on this example, it can be concluded that the educator's unplanned, tactless action can cause a child's negative emotion.

According to the analysis of the mentioned case, the child did not receive positive reinforcement of his active action and experienced failure. In addition, the teacher could not understand him, but the most important thing is that his authority was lowered in the eyes of the group members, as the action took place in their presence. He is upset and angry. His emotional discomfort is related to the expectation of assessment, which he receives undeservedly from the teacher and experiences acutely. In this case, it was desirable for the teacher to listen well to the child, to motivate him with encouraging words, if something went wrong, to convince him that there is nothing dangerous in doing so much mistakes.

Negative emotions, such as frustration, resentment, anger, fear, manifest themselves in different ways. It is clearly reflected in speech, facial expressions, behavior and attitude towards others. From the given examples, it is clear that these children have a negative emotion, which is expressed in the form of resentment. They express their emotions with irritation and fury, and in some cases with shyness and a desire for solitude, which gradually increases their aggressiveness.

A child learns to express emotions while interacting with adults, but the role of playful actions in shaping their emotional mood is no less important. As it is known, the forces that have matured and strive for functionality are sometimes revealed in the game. Playing is interesting for a child if it is emotionally charged. By observing individual playing situations, the teacher can find out what emotions the child experiences at this time, what influence they can have on the development of his personality, etc.

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## A teacher should constantly observe a child

When observing the game, the educator should focus on the following:

1. Do the children want to play together?
2. Are they interested in each other? Are learning elements incorporated into the game process?
3. Do they agree with the initiative of others, or on the contrary, do they oppose it?
4. Who more often becomes the central figure of the game and, on the contrary, who is more passive?
5. What attitudes prevail during the game - benevolent or conflicting?
6. What kind of emotion prevails - positive or negative?

The child's emotional discomfort is often caused by the teacher's and peers' attitude towards him. Resentment and unpleasant mood remain in his memory for a long time and he does not want to go to kindergarten. The child's attitude towards adults and peers, his position in the group, affects his emotions and his mental development as a whole. It is no less important how calm the child feels in the environment, whether he is emotionally satisfied and in a comfortable situation.

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## Children classification in preschool institutions

The following types of children are known according to their situation in preschool institutions:

**The "Chosen Child"** is in an atmosphere of love and adoration in the group. Beauty, charm, ability to react quickly in given situations, ability to self-confidence are appreciated in him, he does not avoid responsibility in any case, he is not afraid of risk. At the same time, such children may suffer from narcissism, the "star symptom".

**The "adopted child"** partners with the leader in the game and takes some of his advice around the problems that arise in various situations.

**"Isolated, neglected child"** often feels indifference from peers. During the game, he is given a role that others do not want. In fact, such a child is oppressed in the group. He is in silent obedience to the leader, appears as his shadow, and in return receives protection from him. A child in such a situation often does not have good relationships with peers, his feelings are intensified, he may cling to someone in the group or, on the contrary, develop hatred for his indifferent attitude towards him.

A child falls into the **"isolated" type** group for different reasons: because he rarely goes to kindergarten or because he is new to the kindergarten (because of which the children are less familiar with his abilities; also because of his physical handicap, for example, he is fat and inflexible and cannot engage in mobile games like other children, etc. In all cases, evaluate the children in relation to the members of the team. They have their own criteria, which often do not coincide with the opinions of their elders.

Thus, the child's emotional mood depends not only on how adults evaluate him; Equally important is the attitude of peers towards him.

Negative emotion, which is associated with the difficulty of interacting with others, can lead to various types of undesirable behaviors.

**The first type** is unbalanced, impulsive behavior, which is characteristic of a quickly excitable child. In case of a conflict situation with his peers, such a child is unrestrained, expresses his emotions reactively, crying loudly, stubbornly. Negative emotion, in this case, can be caused by both a serious and a less fundamental reason. At this time, the child explodes quickly and also quickly eats. Due to emotional instability and impulsivity, there are frequent conflict situations and fights in their relationship, which is clearly manifested in interfering with children during the game. On the other hand, these actions are situational and, usually, they show a positive attitude towards this child in the group, which does not hinder his relationship with other children.

**The second type** in contrast to the first type, the child is relatively restrained. This type of child avoids relationships with others, is indifferent to others, but imperceptibly observes the ongoing processes in the group, the relationship between the teacher and the children. This child's emotional discomfort is caused by the teacher's attitude towards the child. Resentment and unpleasant mood remain in his memory for a long time and he loses his desire to go to kindergarten.

In the behavior of **the third type** of child, the multiplicity of fears and the negative emotional mood caused by it prevail.

Starting from the first years of life, a child has both innate, inherited fears (fear of the dark, wild animals, etc.) and specific circumstances. In many cases, it is caused by the situation, in other cases, the elders themselves sin when they scare the little one with punishment: "if you misbehave, I will hand you over to an angry uncle", "I will call the police", "I will take you to the home of the homeless", etc. As an example: the child refused to lie down in bed and preferred to sleep clothed on the chair, as it turned out, he scolded his mother for bed-wetting, and the result was that the child considered the bed as the main cause of his unhappiness and was forced to wake up for fear that the previous situation would not be repeated and he would not be punished again.

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## Conclusion

What do children want? This question should be the number one concern for all parents. Often children are not able to verbally tell us exactly what are they happy or sad about, for that they use different emotions. Therefore, it is necessary on the part of adults to observe these emotions and, in addition to observation, to look for the reason why the little one is angry or irritated. First of all, it is essential that every child has a safe, healthy environment for growth and development. If the environment is not healthy enough, the child's dissatisfaction will definitely be expressed in his/her negative emotions, both in relationships with adults and peers. Therefore, in the case of a child's irritability, it is necessary for adults to pay more attention to their own actions towards the child and to the environment in general, where the child's development takes place.

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