



PSYCHOLOGICAL FEATURES OF THE FAMILY EDUCATION STYLES DEMONSTRATION IN THE DEVELOPMENT OF THE EMOTIONAL AND WILFUL SPHERE FOR SENIOR PRESCHOOL CHILDREN

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Abstract: *THE ARTICLE PRESENTS THE RESULTS OF A THEORETICAL AND EMPIRICAL STUDY OF THE FAMILY UPBRINGING STYLES INFLUENCE ON THE EMOTIONAL AND WILFUL SPHERE FOR OLDER PRESCHOOLERS. THE THEORETICAL SUBSTANTIATION OF THE PROBLEM CONCERNS THE ISSUES OF DETERMINING THE PARENTING STYLES CHARACTERISTICS, WHICH PROVIDE FOR THE PURPOSEFUL EDUCATIONAL INFLUENCE OF PARENTS WITH THE AIM OF FORMING CERTAIN QUALITIES AND SKILLS IN THE CHILD. IT IS NOTED THAT AN IMPORTANT FEATURE OF THE FAMILY IS THAT THE CHILD STAYS IN IT FOR A LONG TIME OF HIS/HER LIFE. DEPENDING ON THE SPECIAL EDUCATIONAL SIGNIFICANCE OF THE FAMILY, THE PROBLEM ARISES OF HOW TO ACT IN ORDER TO MAXIMIZE THE POSITIVE AND MINIMIZE THE NEGATIVE INFLUENCE OF THE FAMILY ON THE CHILD UPBRINGING. IN THIS REGARD, IT IS NECESSARY TO ACCURATELY DETERMINE THE INTRA-FAMILY, SOCIAL AND PSYCHOLOGICAL FACTORS THAT HAVE EDUCATIONAL SIGNIFICANCE FOR THE CHILD. THE MAIN DIRECTION OF THE EMOTIONAL DEVELOPMENT IN PRESCHOOLERS IS THE ABILITY TO MANAGE EMOTIONS, THAT IS, THE SKILLS OF VOLUNTARY BEHAVIOUR. ANOTHER DIRECTION IS RELATED TO THE FACT THAT EMOTIONS BECOME STABLE, ACQUIRE GREAT DEPTH AND APPEAR HIGHER FEELINGS AS COMPASSION, EMPATHY.*

Keywords: EMOTIONAL AND WILFUL SPHERE, STYLES OF FAMILY UPBRINGING, EMOTIONAL WELL-BEING

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INTRODUCTION

The relevance of the research lies in the fact that the family is the main educational institution in society. And for a small child, family is a whole world in which he/she not only lives, but also develops, makes discoveries, learns to rejoice and love. It is in the family that the foundations of a child's personality are laid, it is also in the family that he/she receives the first life experience and makes the first discoveries. What the child was able to learn is embedded in his/her memory and is preserved throughout the life. An important feature of the family is that the child stays in it for a long time of his/her life. Depending on the special educational significance of the family, the problem arises of how to act in order to maximize the positive influence and minimize the negative influence of the family on the child upbringing. In this regard, it is necessary to accurately determine the intra-family, social-psychological factors that have educational significance for the child (Grygor'yeva T.).

Problem Statement. Consideration of family relationships as a factor in the emotional well-being of a preschooler is determined by modern conditions of family upbringing. The most important characteristic of family education is its style. Family breeding styles are instructions and appropriate parents' behaviour, which are not related to this particular child, but characterize the attitude of adults towards children in general. In every family there is a certain style of upbringing, which involves a purposeful educational influence, which is carried out by parents with the aim of forming definite qualities and skills in the child (M. Boryshevskyi, 1995).

MAIN TEXT

This problem was studied by foreign and domestic psychologists, in particular: O. Grynchuk, T. Demydenko, T. Dutkevych, O. Kononko, I. Kornienko, T. Khomulenko, who described the persistent development of emotions under the education influence, upbringing and social life conditions, where scientists meant adults, family, relationships with peers [18; 19; 22; 27; 28; 57] (Hrynchuk O., 2010; Demydenko T., 2011; Dutkevich T., 2007; Kononko O., 1998; Kornienko I., 2022; Khomulenko T., 2011). This testifies to the fact that the improvement of children's emotions, in particular social ones, is a controlled process that allows to educate emotions and make them cultural, by O. Kononko's opinion (O. Kononko, 1998). In this regard, K. Mykhaylova and A. Mykulina noted that parents should live a "real full human, public life", and in this sense, their life, their attitude to work, to family responsibilities, to other people is a factor, that educates (Mykhaylova K., Mykulina A., 2017). In the process of social values and ideals assimilation by the child, his/her emotions acquire a rich meaning and complex forms of manifestation. Yu. Podkopayeva notes that the inclusion of a child in close emotional relationships within family members has a beneficial effect on the development of the child's emotional sphere as the foundation of social competence, the ability to share feelings, understand the sensation and emotional states of other people (Podkopayeva Yu., 2010).

The presence of emotional contact with mother or both parents contribute to the awareness development of their emotional states. Preschoolers who grow up with the lack of personal communication do not notice their moods, feelings, and experiences. An adult can help the child identify and understand these feelings: "You are sorry that you were not accepted into the game, you are very upset, aren't you? Are you happy that you were praised in class? Are you proud of your successes? Are you very angry with Serhiy took your car from you?" etc. (Radchuk G., Tiunova O., 2007). In a similar way, it is possible to reveal to a child the experiences of other children, which is especially important for preventing and getting out of conflict situations. M. Mushkevych believes that under the influence of the experience in communicating with adults, the child not only develops criteria for evaluating himself/herself and other people, but also develops a very important ability to empathize, sympathize with other people, the ability to experience other people's problems, success and joy as his/her own taking into account also another point of view (Mushkevich M., 2019).



Thus, T. Grigoreva believes that a child strongly depends on the attitude shown to him by adults. It can be said that a child's need for love, recognition and emotional protection makes him/her a "toy" of emotions in the adult hands (Grygor'eva T.). The younger the preschooler, the more objective and subjective experience characteristics merge. For example, a doctor who gives an injection and causes pain to a child is a "bad person". With the development of the preschooler's emotional sphere, the subjective relationship is gradually separated from the object of experiences. From the study results, the child-parent relations as a factor in the development of the emotional sphere of older preschoolers was conducted by O. Grynchuk, the following features of the emotional development of older preschoolers in the system of child-parent relations were highlighted (O. Grynchuk, 2010). O. Kononko believes that in the emotional sphere of a child, parents (or one parent) are distinguished by a expressed behaviour of control over the child (petty guardianship, obsessiveness, restrictions) and even increased demandingness and strictness, the following features can be defined as the child is hard to differentiate his/her emotions and is poorly oriented in his/her own life experience, unable to indicate the circumstances in which the child felt some definite emotion; emotional expression is difficult, which concerns both positive and negative emotions (Kononko O., 1998).

At the same time, there are cases when the parenting style lacks a clear and consistent system of prohibitions and restrictions. It is implied that parents try with all their might to satisfy the needs of the child, try to anticipate any of his/her needs and wishes. As it was shown in this study, such children differentiate their own emotions weakly, they are not sensitive enough to other people's experiences. It is difficult for such children to guess what a person might feel in a particular situation. The expression of emotions is often usually inadequate to the situation, since a small failure can cause a surge of negative emotions, and this state can last for a sufficiently long period. Such children do not sufficiently develop emotional regulation, they tend to be extremely happy and surprised, or demonstratively sob, not paying attention to the appropriateness or inappropriateness of such a violent display of emotions. According to I. Melnychuk, the attitude of parents, which is not characterized by ignoring the child's needs, rejecting his/her personal qualities and behavioural manifestations, is shown in the emotional sphere of children by restrained expression, a high level of emotional regulation development and increased sensitivity to the emotions of other people (I. Melnychuk, 2002).

For the children emotional sphere parents who are not interested in them and do not control them, low self-esteem is inherent, which is accompanied by a negative attitude towards themselves, insufficient self-acceptance, self-doubt, and a low level of expression. The peculiarity of such children behaviour is aggression where the child behaves aggressively with other children or adults, defending, in this way, his/her right to life, with this style of upbringing, the child feels an unconscious threat to his own existence (Kononko O., 1998).

Regarding the development of the volitional sphere in connection with child-parent relations, as T. Kravchenko showed, "the origins of a child's wilfulness will lie not within his/her organism and not in the individual activities, but in the child's relationship with an adult" (T. Kravchenko, 2004). The development of independence, purposefulness and other qualities that help a preschooler manage his/her behaviour largely depend on the degree of his receptivity to the requirements of an adult as a bearer of social norms of behaviour. Among the factors that determine the development of receptivity, an important place is occupied by the nature of the relationship between the child and the adult, mastering the content of the adults' requirements with the help of verbal instructions, symbolic means (Korniienko I., 2022).

Psychologist T. Alekseenko believes that an older preschooler can already consciously control his/her behaviour, actions, but the application scope of this ability is quite limited. It is possible if parents support him/her, give the strength to acquire his/her own experience, actions, inner aspirations. Under the influence of an adult's assessments and control, an older preschooler begins to notice



mistakes in his/her own activity and in the work of others and at the same time single out examples for imitation (Alekseenko T., 2000).

Thus, the family and primarily parents have a great influence on the development of the emotional sphere of older preschool children i.e., the content of this sphere depends on the parental emotional attitude, interaction with the child, emotional awareness, empathy for others, and the preschooler's well-being. With the help of adults' requirements, the child develops the ability to direct his/her actions to one or another result, overcoming the difficulties that arise. Conscious management of their own behaviour is possible for a child aged 5-6, provided he/she is supported and accepted by parents, given sufficient autonomy to realize the motives and goals of older preschoolers, which are being formed, and, accordingly, sufficiently demanding of them.

Domestic and foreign psychologists, describing the peculiarities of raising children in different families, focus attention on certain indicators that characterize a certain style of family upbringing.

In particular, *the family upbringing authoritative style* is characterized by a high level of parental authority, children's independence encouragement, emotionally warm relationships with children, learning skills and consistency in actions. *Authoritarian style* is manifested in educational confrontation, increased conflict, high level of control, emotional coldness and detachment, low level of communication, strict requirements and rules. *Liberal style* is emotionally warm conversations, weak or complete control, no prohibitions, demanding, open communication, but dominant communication from the child to the parents. *Indifferent style* in the family upbringing is low level of control, communication, emotionally cold relationships, lack of demands, restrictions, control, indifference to children, closedness and being stuck in communication (M. Boryshevskyi, 1995).

So, parents can influence the development of the emotional sphere of older preschoolers. The content of this sphere, the ability to be aware of someone's emotional states, to sympathize with other people, and the emotional well-being of a preschooler depend on the emotional attitude of parents, ways of interacting with the child. Under the influence of the adults' requirements, the child develops the ability to direct his/her actions to one or another result, overcoming the difficulties that arise.

Purpose of the Study. To study the peculiarities of family upbringing styles in the development of older preschoolers emotional and wilful sphere.

Research Methods.

In the context of this study, the following methods were used to solve the tasks and determine the possible influence of family upbringing styles on older preschoolers emotional and wilful sphere:

- "Strategies of family education", by S. Stepanova, the method was used by us to diagnose the dominant style of family education;
- "Study of the parents and children interaction", by I. Markovska, the questionnaire was designed to identify indicators of family upbringing styles, i.e. the *undemanding and demandingness of parents; softness and strictness of parents; autonomy and control of the child; emotional distance; rejection and acceptance of the child by the parents; lack of cooperation and cooperation; anxiety for the child; inconsistency and consistency of parents; educational confrontation in the family; satisfaction with the child's relationship with parents;*
- "Houses" by O. Orichova, the projective technique is intended for the study of older preschooler's emotional sphere.
- "Diagnostics of the will characteristics in preschool children", by R. Gevorkyan, the method is intended for the diagnosis of the will characteristics in older preschoolers in the form of observation, it allows to study the level of such will qualities development as purposefulness, persistence, endurance, decisiveness, independence, initiative. The author identified 28 indicators for diagnosing these parameters.

Mathematics Methods. The choice of methods and specific methods of research to obtain the necessary information was carried out in accordance with the goals and tasks of the work. The research used the following methods as organizational (comparative); empirical (surveys); methods of quantitative and qualitative description of results.

Findings. An analysis of the theoretical base made it possible to conduct an empirical study. When studying the influence of the family education style on the emotional and wilful sphere of older preschoolers, we relied on the theoretical provisions outlined above. The study was conducted on the basis of preschool education institution (kindergarten) № 55 "Mriya" of the Chernivtsi City Council in Chernivtsi. 60 people took part in it, including 30 parents and 30 older preschoolers.

The results of the research – statistical data and their interpretation

To diagnose the family upbringing dominant style, we used the methodology "Strategies of family upbringing" by S. Stepanova.

Table 1.

Percentage distribution of research results by method
"Strategies of family education", S. Stepanova

Upbringing styles	Authoritative	Authoritarian	Liberal	Indifferent
Parents	65%	20%	17%	0%

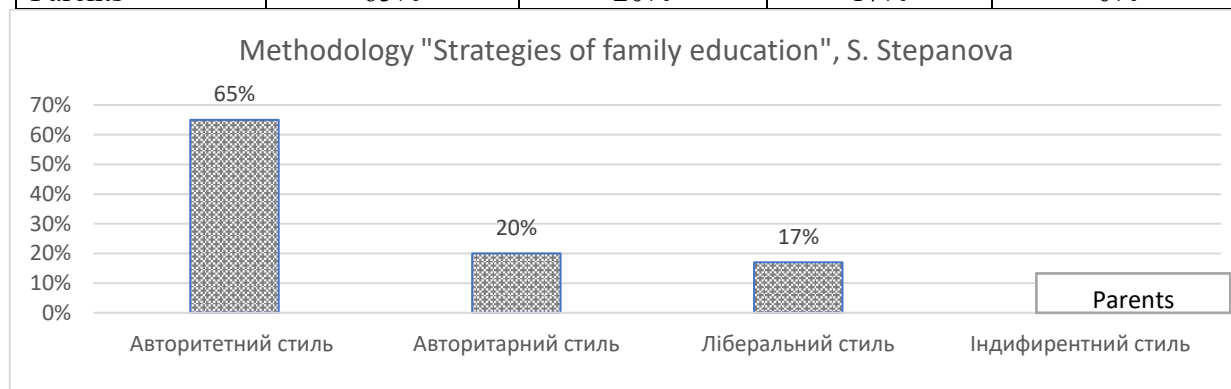


Fig. 1. Percentage distribution of parents of older preschool age children by family upbringing styles

Analysis of the results of the study using the "Strategies of Family Education" methodology by S. Stepanova showed that the largest percentage of the total sample adheres to the "authoritative style" of family education (65%). Parents, demonstrating this style of upbringing, realize their important role in the development of the child's personality, at the same time recognize his/her right to self-development, understand which requirements should be imposed and which should be discussed. Such parents, within reasonable limits, are ready to revise their positions, encourage personal responsibility and independence of their children in accordance with their age capabilities. Children are included in the discussion of family problems, participate in decision-making, listen to and discuss the opinions and advice of parents. Instead, parents demand meaningful behaviour from their children and try to help them by being sensitive to their requests. At the same time, parents show firmness, take care of justice and consistent observance of discipline, which forms correct, responsible social behaviour.

"Authoritarian strategy" of family education is observed in (20%) parents. They have a good idea of how the child should grow up, and they make every effort to do so. They are very categorical and intransigent in their demands. A child is usually uncomfortable under such strict control. Parents with this style limit the child's independence, do not consider it necessary to justify their demands in



any way, accompanying them with strict control, strict prohibitions, reprimands and physical punishments. The parents' authoritarianism creates conflicts and hostility. The most active, strong preschoolers can resist and rebel, become excessively aggressive. Timid, insecure children learn to obey their parents in everything, without trying to decide anything on their own. With such upbringing, only an external control mechanism is formed in children, based on a sense of guilt or fear of punishment, and as soon as the threat of punishment from the outside disappears, the preschooler's behaviour can become potentially antisocial. Authoritarian relationships exclude emotional closeness with children, so there is rarely a feeling of attachment between them and their parents, as a result of which it leads to suspicion, constant vigilance and even hostility towards the environment.

"Liberal style" is observed in (17%) parents. Revealing this style, parents highly value their child, forgive their weaknesses, communicate easily, trust them, and are not prone to prohibitions and restrictions. However, it is worth thinking about whether the child is capable of such freedom? By growing up, such children conflict with those who do not indulge them, are not able to take into account the interests of other people, establish strong emotional ties, are not ready for restrictions and responsibility. On the other hand, perceiving a lack of parental guidance as a manifestation of indifference and emotional rejection, children experience fear and insecurity. The inability of parents to control the child's behaviour can lead to the fact that in the future he/she may join antisocial groups, since there has not been formed his/her psychological mechanisms necessary for independent and responsible behaviour in society.

"Indifferent style" of family education was not found during the research. With an indifferent parenting style, parenting issues are not a priority for parents, as they have many other concerns. The child mostly has to solve his/her problems himself/herself, although he has the right to count on much greater participation and support from the family and, in particular, from his parents.

At the next stage of our research, we studied the family styles of parents, the peculiarities of their interaction with older preschool age children.

Table 2

Percentage distribution of research results by method
"Study of interaction between parents and children", by I. Markovska

Scales of characteristics on interaction between parents and children		Indicators of family upbringing styles		
		high	medium	low
1.	Demandingness	25 %	67,5 %	7,5 %
2.	Strictness	12,5 %	60 %	27,5 %
3.	Control	40 %	40 %	20 %
4.	Closeness	90 %	10 %	0 %
5.	Adoption	72,5 %	22,5 %	5 %
6.	Cooperation	67,5 %	32,5 %	0 %
7.	Concern for the child	15 %	72,5 %	12,5 %
8.	Sequence of parents	35 %	55 %	10 %
9.	Educational confrontation in the family	12,5 %	55 %	32,5 %
10.	Satisfaction with the child's relationship with his/her parents	72,5 %	22,5 %	5 %

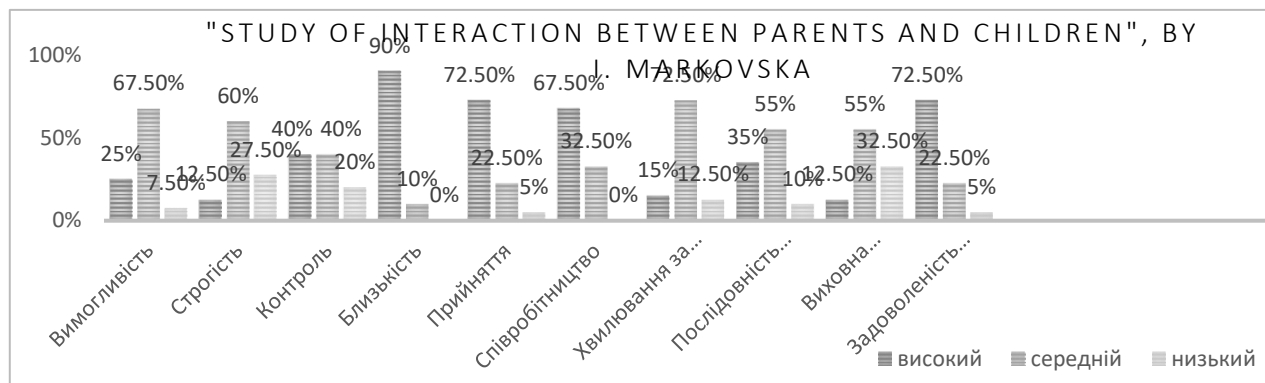


Fig. 2. Percentage parents distribution of older preschoolers according to the levels of individual indicators of family upbringing styles according to the appropriate scales (1) undemanding and demanding; 2) softness and strictness; 3) autonomy and control; 4) emotional distance and closeness; 5) rejection and acceptance; 6) lack of cooperation and cooperation; 7) anxiety for the child; 8) inconsistency and consistency of parents; 9) educational confrontation in the family; 10) satisfaction with the child's relationship with parents)

According to the method "Study of the interaction between parents and children" by I. Markovska, designed to identify indicators of family upbringing styles, we offered parents a list of statements where they expressed their level of agreement and disagreement according to the proposed options.

According to the results of this technique, we obtained the following results. According to the "Undemanding and demanding" scale, a high level of demandingness was characterised by (25%) parents. This means that they generally tend to expect a high level of responsibility from the child, his/her diligence, persistence in fulfilling the demands concerning him/her.

Parents may show a tendency to overestimate the child's abilities at a certain age, perceive him/her as more capable and independent. Medium-level demandingness in interaction with the child was found in (67.5%) parents. Such results indicate that the majority of parents in our sample place demands on their children in moderation and in accordance with their age and abilities. However, (7.5%) there were found to have a low level of demandingness, which may mean a lack of trust in the child due to the young age, disbelief in the strength, and, as a result, low expectations from him/her, or a share of indifference to educational moments, or excessive parents' occupation, saving their time, not being able to wait for the child to fulfil their requirements.

According to the scale "Softness and strictness" in interaction with the child, we obtained high indicators from (12.5%) of the subjects, which characterizes their increased level of strictness applied to the child. Parents are worried about spoiling the child, somewhere to show more softness, gentleness instead of punishment. Also (60%) parents in terms of the selected parameters chose a balance of parenting measures i.e., to be stricter for a fault, to approve good deeds and help, and to always listen to their intuition, try to feel and understand their child. The same great softness is shown when interacting with the child (27.5%) of the parents in our sample: they are usually kind, patient, know how to forgive many mistakes, failures of their child, never raise their voice, sometimes even lose control over the child, because he/she knows that there will be no consequences for disobedience and unfulfilled requirements. A certain level of leadership and hierarchy is necessary in the family so that everyone knows their rights and responsibilities, respects the elders and helps the younger ones.

According to the indicator of the style of family upbringing "Autonomy and control", we obtained the following results as (40%) parents usually control their child, strive for his/her to follow all instructions exactly, take excessive care of his/her, limit the freedom; (40%) parents showed moderate control and giving the child proper independence and autonomy, so that the child could



develop safely, be under supervision and care, but at the same time try to discover the world, choose friends, engage in the activities that the child likes (artistic, sports, musical, theatrical, etc.).

At the same time, (20%) parents showed a low level of control, that is, they more often give their child freedom than control them. It is also possible for them to show indifference to an older preschooler, or to admire him/her, which can lead to the child's permissiveness and complete autonomy. The majority of parents (90%) characterized their relationship with their child as emotionally close i.e., they treat the child as the closest person, and believe that such a relationship is mutual. They are sure that almost always their child shares with them the most secret and important information, the child trusts parents. However, (10%) determined the level of emotional closeness in their family at an average level, i.e., in addition to trust, warmth and understanding, such families also have a situational emotional distance, when either one party or both hide something or do not agree with each other alone, they are not sure that they will be understood, but they have their own secrets.

The results on the scale "Rejection and acceptance" were distributed as follows: (72.5%) parents accept their child as he/she is, his/her personality and behaviour, which indicates a high level of quality of interaction; in (22.5%) parents, an average level of acceptance of the child was found. In general, the child is accepted, but due to bad behaviour, criticism from significant adults (for example, a teacher), certain circumstances (for example, failures in work or personal life), parents seem to love the child less, to distance themselves from him/her more in proportion to the presented factors or circumstances.

A low level of acceptance, or rather rejection of the child, was found in (5%) parents, which means that they are usually dissatisfied with their child, do not always understand it, and want to change a lot about it. Therefore, such parents need to learn to see more positive qualities in their child, get to know him/her, be with him/her in different circumstances, try to understand.

The "Cooperation" indicator has a high level (67.5%) of parents. High scores on this component reflect partnership in child-parent relationships. Parents always take an active part in the activities offered by the child. When interacting with a preschool child, parents try not only to listen to his/her opinion, but also to take her opinion into account when solving family issues. Together, they quite successfully cope with various problems, solve cases effectively. Also, (32.5%) parents have an average level of cooperation with their child, that is, they do not always manage to do something together, listen to their child and go towards him/her. For such parents, the level of cooperation can be increased by learning to respect the child, to perceive him as a unique, independent individual.

According to the "Anxiety for the child" indicator, a high level of anxiety for the child was found in (15%) parents. They are overly concerned about his/her fate and cannot cope with the problems on his/her own.

Likewise, (72.5%) of the parents showed average indicators of anxiety for the child. This means that parents are moderately worried, take care about the child, know how to trust him. A low level of anxiety was found in (12.5%) parents who tend to believe that their children do not need help in overcoming difficult situations, because they can cope with dangers and troubles in life on their own. Parents sometimes worry about their child's health, that someone might hurt them, so they are always ready to come to their help if necessary.

The data obtained according to the indicator "Inconsistency and consistency" indicate consistency in their reactions (35%) of parents when interacting with children. They formulate clear requirements; logical, predictable and constant in their attitude towards the child, in the application of punishments and incentives. More than half of parents (55%) are consistent in their interaction with the child at an average level, that is, their requirements sometimes either alter, or are not fully communicated to the child, their educational steps cannot always be predicted. Predominant inconsistency in actions and words was found in (10%) parents, which may be a consequence of

emotional imbalance, educational insecurity, which is also reflected in the attitude towards the child, etc.

According to the "Educational confrontation in the family" parameter, (12.5%) parents have a high degree of inconsistency in the upbringing of their children. In these families, conflicts may arise on educative issues, if one of the family members has the opposite opinion. Moderate educational confrontation in the family is manifested in (55%) parents. Low educational confrontation was found in (32.5%) parents, their families are calm, adults are unanimous in the style of interaction with the child, he/she is in a harmonious environment, where educational moments are clearly arranged and non-controversial.

According to the scale "Satisfaction with the relationship with the child", the majority of parents (72.5%) had high indicators, which indicates almost complete satisfaction with the child relationship. Parents and children in these families enjoy daily communication with each other.

Average indicators on this scale (22.5%) indicate that parents are generally satisfied with their relationship with their children, but not always and not as much as they would like. A low level of satisfaction with the child relationship was noted only among (5%) parents. In this case, parents need to bring into the child-parent relationship the valuable experience of people close to them, familiarize themselves with special psychological and pedagogical literature, and most importantly to recognize the individuality of their child, accept the personality in all its diversity, love him/her as he/she is.

We also found the parameters of interaction with older preschool children, which are most clearly expressed in parents. In particular, of the medium level: "demandingness" (67.5%), "softness and strictness" (60%), "moderate, next to high, control" (40% each), "concern for the child" (72, 5%), "sequence of educational influences" (55%), "educational confrontation" in (55%) parents. The following characteristics of interaction turned out to be the highest: emotional closeness with the child (90%) of the parents, acceptance of the child (72.5%), cooperation with the child (67.5%) and satisfaction with the child's relationship (72.5%).

Table 3

Percentage distribution of indicators according to the projective method "Houses", by O. Orikhova

Sample	Predominance of positive emotions	Normal emotional background	Predominance of negative emotions
Older preschoolers	42 %	55 %	3 %

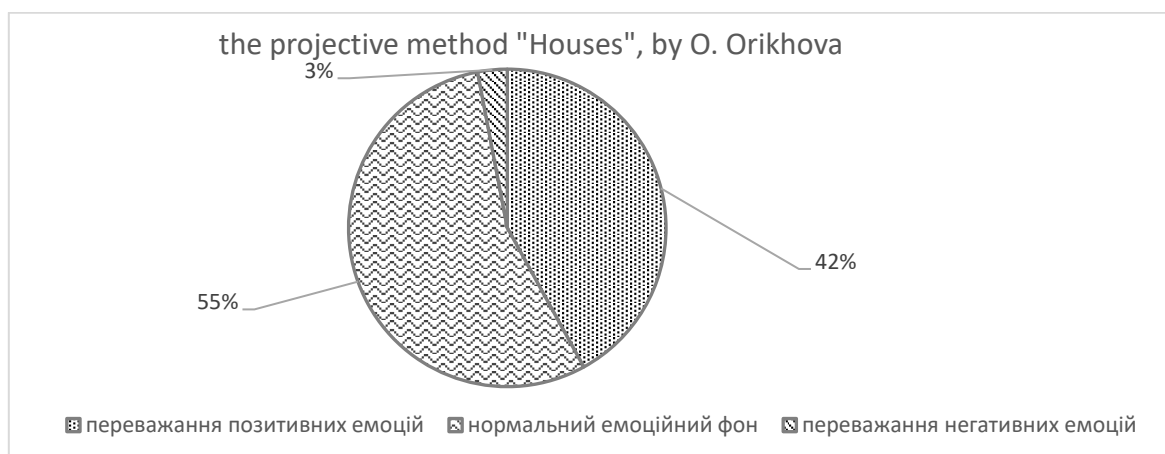


Fig. 3 Percentage distribution of older preschoolers according to the predominance of their emotional background (%)



In (42%) older preschool children, the emotional background is characterized by a predominance of positive emotions, that is, the mood of such children is usually elevated, joyful, they are active, sociable, easily adapt to a new environment, and are natural in their emotional manifestations.

Also, the emotional background was normal in (55%) children of older preschool age. Such children tend to be happy and sad, there are no reasons for concern about these children. The predominance of negative emotions was found only in (3%) of the children's sample. These are children to whom you should pay special attention, because it is during this period that they need the support and help of adults. Their mood is depressed, mostly unpleasant experiences arise, the world is perceived in dull tones. For such children, special work on psychological corrections, adaptation, increasing indicators of subjective emotional well-being, and family counselling would be appropriate.

Analysis of the mechanisms on the positive and negative emotions ratio showed the presence of all four types of emotional sphere in a sample of older preschoolers i.e., differentiation, ambivalence, inversion and mixed type.

Differentiation of the emotional sphere was found in (30%) preschoolers. They have a clear preference for positive emotions and rejection of negative ones. This state of the emotional sphere is defined as the norm.

An ambivalent emotional sphere was found only in (10%) preschoolers. This confirms that by the end of preschool age, indicators of ambivalence can decrease. In this case, there are no differences in the predominance of positive and negative emotions, since the children marked them with the same colour.

Almost half of the sample (45%) of preschoolers showed *inversion of emotions*, which indicates the predominance of negative emotions over positive ones. Such results may be associated with destructive tendencies in various personality blocks, for example, in the labelling of emotions "sadness, offence - joy, fun". Inversion, most probably, means a certain discomfort, the child's maladjustment in some area; a change in the position of emotions in the pair "calmness, fearlessness - fear" it can convey an anxious emotional state, a lack of a sense of safety and security. The predominance of the emotion " malice, angry" and the rejection of "surprise, interest in everything" may indicate psychological protection, the child's unconscious protest against harsh or frequent demands of adults, absent-minded interests or their complete absence.

In (15%) preschoolers, the emotional sphere turned out to be of a mixed type, it includes both ambivalence and inversion. The differentiation of their emotions is reversed. The main wilful qualities are presented in the sample of older preschoolers in Table 4.

Predominant manifestations of purposefulness were found in (30%) children, sometimes it was observed in (57.5%) preschoolers and rarely in (12.5%). Purposeful preschoolers know what and why they want, correctly assessed their opportunities to achieve the goal and implemented them overcoming possible obstacles.

Table 4.

Percentage distribution of the results of the study according to the method "Diagnostics of characteristics on will expression in preschool children", by R. Gevorkyan

Scales of the characteristics on will expression by preschool children		Indicators of will in older preschoolers		
		high	medium	low
1.	Purposefulness	30 %	57,5 %	12,5 %
2.	Persistence	22,5 %	47,5 %	30 %
3.	Endurance	20 %	37,5 %	42,5 %

4.	Determination	17,5 %	52,5 %	30 %
5.	Independence	32,5 %	45 %	22,5 %
6.	Initiative	27,5 %	47,5 %	25 %

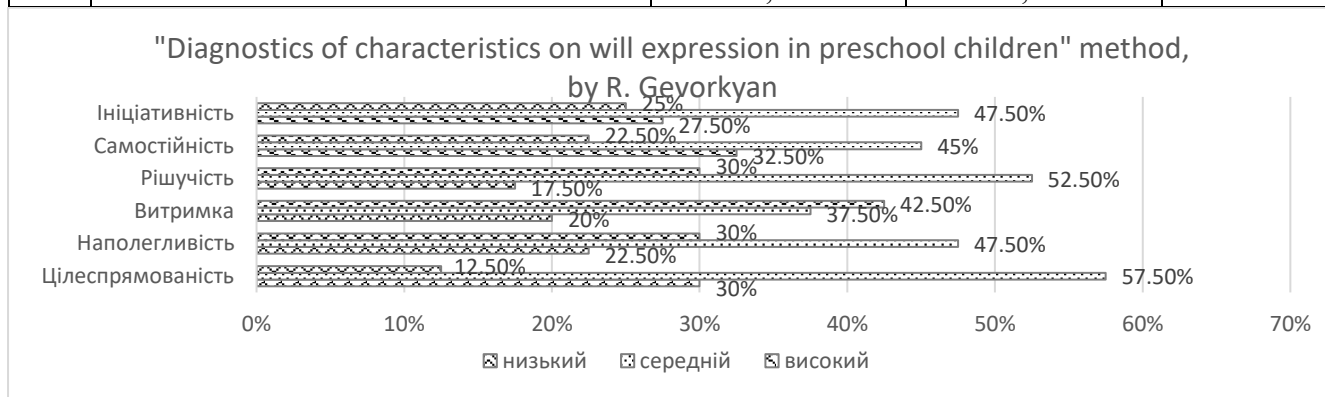


Fig. 4. Percentage distribution of willpower indicators in older preschoolers

The "perseverance" indicator was found at a high level in (22.5%) older preschoolers. Such children strive to finish the started work if an adult asked them to, although they did not really want it; showed tenacity in the face of difficulties. At the average level, this quality is expressed in (47.5%) preschool children. At the beginning, the children could cope with the reluctance to continue the task, but later they were either distracted by other children, or they invented another reason, they asked to finish it at home or a bit later. A low level of "Persistence" was found in (30%) preschoolers: when something didn't work out for them (they didn't draw it the right way, stuck it in the wrong place, or they just didn't like how it turned out), they quickly lost interest, asked an adult for help like this so that he/she would do for them. Also (20%) preschoolers mainly showed endurance, were patient, persistent in activities, tried to control their behaviour and put back their temptations and cravings. (37.5%) Preschoolers, endurance was observed mainly when the motivation was very strong. Low indicators of this quality were found in (42.5%) preschoolers. Such a high indicator can be explained by the fact that wilful components in children of this age are just beginning to form, so all qualities cannot be fully formed even by the end of the preschool period.

The "Determination" indicator accompanied the actions (17.5%) of preschoolers, so they quickly thought out their actions and implemented the decision made, confidence and courage were felt in their actions. Preschoolers were less decisive (52.5%), because they had certain doubts when choosing actions, but, having made up their minds, they did not deviate from the intended goal. At the same time, (30%) older preschoolers were indecisive in games, joint activities, they were afraid of losing, doing something wrong.

The "Independence" indicator was found at a high level in (32.5%) of older preschool age. They could find and organize their own activities, involve other children in it, defend their opinion without showing stubbornness and without being negatively influenced. On average, this indicator was found in (45%) older preschoolers. They needed help at the beginning of the activity, but they were able to cope with the task independently. In (22.5%) older preschoolers, this quality was rarely manifested. Basically, they waited for suggestions from others, forgot to fulfil requests, usually refused to complete tasks.

A large number of "Initiatives" were proposed by older preschoolers (27.5%). They invented new classes and participated in them, showed creativity, helped, were able to set an example in a positive act. Somewhat less often initiative came from (47.5%) children. It was rarely observed in (25%) older preschoolers who did not invent anything, but were quite diligent.



CONCLUSION

Based on the results of the analysis of theoretical sources and the results from our empirical research, we reached the following conclusions:

The most important characteristic of the family upbringing process is its style, namely the most characteristic way of treating the child of parents who use certain means and methods of pedagogical influence, which are expressed in a peculiar manner of verbal address and interaction. The formation of his/her emotional and wilful sphere will depend on these methods of parental influence on the child.

A study of parenting style showed that more than 60% of parents use an authoritative family parenting style, which is manifested in emotional closeness, optimal control, demandingness regarding the child's wishes through cooperation with him/her, consistency in making demands.

It has been found that the styles of family upbringing can affect the emotional and wilful sphere of an older preschooler i.e., an authoritative style of family upbringing will contribute to increasing endurance and determination, while a liberal style of family upbringing will increase ambivalence in the manifestation of the emotions.



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