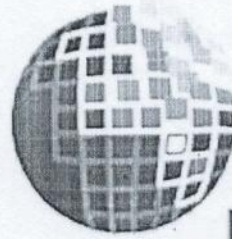


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Sevindj Yadulla Ibadova

Pedagogical opinion on introduction in process of training the modern innovative educational technologies.....972

Sevindj Yadullā Ibadova

A modern review on the process interaction of teacher and students.....976

Sergei Savchuk

Scandinavian walking – as a means of healing people.....979

Irina Nikolaeva, Egor Nikolaev

The development of creative thinking of children of younger school age by means of technology of inventive problem solving in extracurricular activities.....983

Egor Nikolaev, Irina Nikolaeva

Prevention and correction of aggression and aggressive behavior of preschool children through psycho-educational programs.....995

Olexandr Prilipko

The Features of the Servicemen's Authority Forming of the Military Law-Enforcement Service of the Armed Forces of Ukraine.....1003

Olena Maliiar, Yuliia Podkopaieva

Research of the Arbitrariness of Emotional Regulation Development of Junior Pupils.....1010



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Research of the Arbitrariness of Emotional Regulation Development of Junior Pupils

Abstract: We have studied major arbitrariness of emotional regulation theories. The research analyzes arbitrariness of emotional regulation of junior pupils and its positive influence on children abilities to control emotions and concentrate, make progress in school learning, demonstrate compliance, adapt to the environment.

Keywords: arbitrariness, emotionality, arbitrariness of emotional regulation, junior pupil.

Problem statement. Development of well balanced and self-conscious (highly competent) personality begins at an early age and goes through a number of phases related to social environment, individual and age-related specifics. Profound personality changes caused by overall development of a junior pupil, his daily routine and aims and goals set for him, also lead to deep changes in his emotional sphere and his volition. A junior pupil experiences intensive development of arbitrariness of emotional regulation that constitutes the core of psychological development of a child, provides the ability to control himself, analyze a situation and influences social and intellectual development of a pupil. Volition and emotional sphere participate in emotions and feelings creation and stipulate personal interests and needs. That is why the arbitrariness of emotional regulation has an important place within a personality organization.

The aim of the article is to analyze the arbitrariness of emotional regulation in theory and study the specifics of its development within junior pupils practically.

Recent scientific research and publications analysis. Such scholars as R. Ahmad, C. Izard, P. Petta, J. Piaget, A. Staller, A. Holmes and others [1; 2; 7] studied emotions and volition of a personality.

Thus C. Izard proved that fundamental behavioral principles of a person depend on emotions that structure and control perception, thinking process and behavior of a person [1]. P. Ekman considered development of the arbitrariness of emotional regulation as one of the mechanisms regulating social behavior [5]. According to A. Staller and P. Petta emotions are being expressed and differentiated under the influence of a personality's subjective evaluation of the other person or problematic situation that requires development of regulative processes [7].

C. Thompson believes that emotional regulation includes attributes of an emotion and external processes responsible for the analysis, control, evaluation and adjustment of an emotional reaction [8]. S. Denham, N. Fox believe that emotional regulation is an ability to reflect socially acceptable emotional needs that are flexible enough to control involuntary reactions of a person [4; 6].

R. Assagioli thinks that voluntary activity is closely connected to consciousness and unites all structural elements of psychological organization. The scholar describes three stages of arbitrariness development: those aspects which sustain development of psychological process arbitrariness; qualities characterized by exercise of the will as a mean of exercising a willed action that is arbitrariness of an action and activity; the act of will that includes strong will, willful qualities, volitive regulation [3].

Having analyzed the theories of the mentioned scholars we came to a conclusion that the most reasonable will be the definition of arbitrariness of emotional regulation as an ability to control one's own behavior and goals, set personal aims, adjust and regulate emotions, emotional states and activity in accordance to those aims.

Article Review. In order to practically study the arbitrariness of the emotional regulation development of junior pupils an experimental research was conducted involving 320 pupils.

Based on the results of the applied method called "Graphical Dictation" (developed by D. Elkonin) we received the following data: 10% of the first grade pupils, 20% of the second grade pupils and 41% of the third grade pupils are characterized by a highly developed arbitrariness. Junior pupils at a high level of the

arbitrariness development demonstrate responsible attitude to their studies, they are goal-oriented, successful in performing home assignments and teacher's requirements. They are well disciplined; comply with school rules and regulations. Medium level of the arbitrariness development has been estimated within 51% of the first grade pupils, and 52% of pupils of both the second and the third grade. Such children sometimes do not follow the instructions as to how to do the assignment but they are trying to do their assignments and meet teacher's requirements.

34% of the first grade pupils showed low arbitrariness level, both 28% of the second grade pupils and 6% of the third grade pupils demonstrate low level. 5% of the first grade pupils showed a very low level of arbitrariness. Children at a low and very low arbitrariness development levels cannot perform their assignments as instructed by the adult, are constantly making mistakes in class, violating disciplinary rules and are disorganized.

Received data demonstrate adequate level of development of arbitrariness of emotions and behavior among 60-70% of the first and the second grade pupils under research. The rest show low level of arbitrariness development accompanied by negative tendencies in learning and discipline as well as in interpersonal communication. Research results show that children of the third grade have sufficiently developed arbitrariness in regulating their emotions and behavior while performing class assignments and communicating in the society. Children of low arbitrariness development level (6%), mostly come from deficient families that produce negative influence on their learning and communication with their mates.

Our research of actions and activity control along with arbitrariness of emotion regulation was based on the method called "Model and Rule" (developed by O. Venger). Based on the received data 59% of the first grade children under research showed low level of activity arbitrariness, 40% of the pupils showed medium level and only 1% of junior pupils showed high level of arbitrariness development. These results prove poor actions control ability of junior pupils, which is right for 6-7-year-old children of the first year at school.

42% of the second grade pupils showed low level of arbitrariness development; 51% of pupils showed medium level of arbitrariness development and arbitrariness developed to a high level can be found within 7%. 32% of the third grade pupils showed low level of arbitrariness development; 58% of pupils demonstrate medium level of control, 10% of pupils under research showed high

level of arbitrariness development. Received data show a progressive tendency of arbitrariness development from the lower level to the medium and higher levels as the children progress from the first grade to the second and the third. It proves that most of the second and the third grade children have learnt rules of behavior at school and in the society. Still almost half of the pupils of the second grade (42%) and one third of the third grade children (32%) are at a low level of arbitrariness development which in our opinion requires corrective measures taken both in families and at school in order to improve the situation.

At the same time the arbitrariness of emotional regulation development depends on emotion intensity and duration and on the level of excitement. To study the ability of junior pupils to control own emotions we used a simplified method called "Emotional Intensity Characteristics" (developed by E. Iljin). Based on the research results no significant difference was found in the data received while working with pupils of the first, the second and the third grade. Hyper excitation is found within 18% of junior pupils; 59% show average quality of being excitable, 22.5% of pupils show reduced responsiveness to stimulation. Hyper excitation of junior pupils is characterized by hyper activity, they show great interest in the assignments but along with that they are not able to control their emotional state in the process of interpersonal communication. Those children who are not hyper responsive demonstrate more reserved behavior patterns, are emotionally sensitive but still do not control their feelings and expression of emotions very well. Children with low level of emotional excitation react well to criticism and praise coming from the adults, they are well organized, consistent in fulfilling their assignments but sometimes lack initiative.

We also found that highly intensive emotions are observed within 19% of junior pupils, 69% react at a medium emotional intensiveness level, 12% - at a low level. Intense emotions attribute to sympathy, to intense expressions of emotional state in different situations that demonstrate the intensity of an emotion and inability of a younger pupil to control his behavior in interpersonal communication with children and adults. In behavioral patterns such qualities present themselves in emotional maladaptation, proneness to conflict with other children and adults. Medium emotional intensiveness proves developed arbitrariness of emotional regulation. Low intensiveness of emotions presents itself in indifference, inadequately low or high self-esteem. Children of low level of emotional intensiveness possess

such qualities as indifference to their assignments, and requirements of the adults, they are introspective.

Long duration of an emotion has been found within 32.5% of children, 47% of younger pupils demonstrate emotions of short duration and medium duration was found within 19.3% of the children under research. Children with long and medium duration of emotions show a tendency to constantly feel anxious, endure negative emotional states that can turn into chronic ones. Junior pupils, who are well organized and disciplined, adequately receive criticism from adults, show short term duration of emotions especially negative ones. Duration of emotions depends on the situation which caused the emotions, as well as on performance at school and communication style adopted by adults surrounding junior pupils.

Low negative influence of emotions on the effectiveness of communication and activity is being observed within 77.2% of children under research, high level of negative influence is found within 1.25% of children and 21.5% are at a medium level. Low and medium influence on the effectiveness of communication and activity presents itself in a well-balanced character and prevailing positive emotions. Such children demonstrate positive attitude to their studies, get along well with other children, parents and a teacher. It supports effective development of arbitrariness of emotional regulation. High negative influence of emotions on effectiveness of communication and activity presents itself in negative feelings of a child, in conflicts with people around, which can cause deviation in behavior at such age and requires corrective measures on arbitrariness of emotional regulation development and on interpersonal communication skills of a child.

Data analysis shows direct correlation between the arbitrariness and emotional responsiveness to stimulus, that constitutes $r = 0,730542$, where $p < 0,001$ mean intensiveness of emotions ($r = 0,577327$; $p < 0,001$), duration of an emotion ($r = 0,507636$; $p < 0,01$) and negative influence of emotions on activity ($r = 0,378008$; $p < 0,01$). It is worth mentioning that negative influence of emotions on activity leads to negative development of arbitrariness at early age. It means that negative environment interferes with studies and prevents the development of an ability to control emotions while performing important assignments. If hyper excitation is observed in a child, emotions are intensive and last long, it does not help in development of arbitrariness of emotional regulation regardless of the environment whether it is permissive or not.

Conclusions and Long Term Prospects. Having generalized the results of the research we can state that while studying junior pupils arbitrariness of emotional regulation development we observed a tendency to the low development of arbitrariness within half of the children under study. It can negatively influence their school performance and interpersonal communication. Expressed emotional excitation and intensity of emotions may complicate the development of arbitrariness and negatively influence the behavior and activity patterns of junior pupils. Learning difficulties can cause hyper emotional reactions in young schoolchildren as they lack adaptability. Negative emotions expression, such as anger, sadness, fear are related to hyper emotional excitation. At the same time dominating positive emotions sustain emotional excitation at a medium level, and cause little negative influence of emotions on communicative effectiveness and activity of children. Responsibility of an adult is to assist a child in planning of his/her daily activity, in doing home assignments. Ability to control negative emotions will allow a child to successfully develop his/her personality, self-motivation and self-confidence, improve skills in communication with adults and children.

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