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Process of adaptation we can consider as one of the most important phases in socialization of each individual. It may take place at various phases throughout one's whole life. Within this process one is constantly adopting new social role and is always forced within changes to adapt to new social environment. For most of the children the start of the school attendance is the first time they enter into social group other than their family. If child has not attended kindergarten then one has to cope with separation from the main relational person, who the most often is a mother or father. This first step is the hardest step. Therefore it is very important that the children entering school are not only ready, but most importantly mentally mature in order to avoid any potential problems. Mentally immature children are very often crying, they are nervous and reluctant and these acts can considering children's various mental maturity and readiness grow into inappropriate or aggressive behavior.

Key words: adaptation, adaptation process, first year of elementary school, educational environment.

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SOCIAL ASPECTS OF AGGRESSION OF PUPILS IN THE ADAPTATION PROCES

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*Emotional-Social Aspects of aggression in younger school age
in context of the modern school.*

Introduction. Child's entry into the environment of elementary school ends carefree period of games and fun, one's life is changing radically. The child meets for the first time outside of one's family with an institution that requires unconditional implementation of certain activities. The school however requires not only fulfillment of the requirements based on performance, but also the children's adaptation to the environment that acts as an impersonal regulatory and binding system. When the child opens the door of the first year, one should enter into the environment one is capable to adopt to and in which, one is able to focus, to be active, to implement the instructions of the teacher.

In child's life we encounter many surprises, twists and unexpected situations. We are talking about the increasing aggressive behavior which has been registered by teachers at primary level. There is a bond between teacher and student, which is the strongest on the

primary level and therefore it has that power to effect the pupil positively. It is difficult to penetrate the feelings of a child, but if we succeed, we can reveal many connections and ambiguities which may hide behind one's inappropriate behavior. Each child is a unique personality and therefore signs of aggressive behavior are for everyone's their own, as well as the experience and expression of emotions. That is the teachers's art to capture them and subsequently pay attention to them. Therefore, the priority should be to uncover the emotional aspects of inappropriate and aggressive behavior of pupils. An integral part in aggressive behavior is its prevention, which plays an equally important role.

Emotional development of children of younger school age.

We can see that a child can already in the early childhood get into situations which lead to frustration, deprivation not only oneself but by our educational influence too. We can influence its behavior, conduct especially when we are able to understand the child, empathize with what one is experiencing. It is necessary to understand, promote and encourage and not to underestimate and ignore the child. Younger school age is the right period when we can still intervene, whether in role of a teacher or role of a parent so that from our children grew up polite, sensitive, empathetic and decent people.

According to Oravcová [1], younger school age is defined as the period from the 6th to 11th-12th year of one's life. It is a period of sober realism, where there are not strong sudden changes. This period is rather calmly. Lower boundary of this period is represented by school entry and upper boundary is associated with appearance of the first signs of sexual maturity. Child in the period of younger school age takes the world as it is. One is trying to perceive reality and primary focuses on it, but not passively. On the contrary one is interested in the world events, likes to examine things, experiments. For that reason one is frustrated when one has to learn established knowledge and ways of behavior. The best way for one to learn is when one can experiment with the subject of knowledge and explore its essence active way.

Child develops at all points, what makes one a holistic personality. However, we will focus on the emotional development of pupil because, for us to be able to claim that one's behavior can be influenced by emotional aspects, we need to know whether and how pupil develops in this period emotionally.

Psychoanalysis describes the period of younger school age as the latent stage of life. This means the end of one part of psycho-sexual development and instinctive and emotional components of personality are latent. They will be manifested just as the early pubescence. On the other hand, there are psychological studies that promote the opposite. They argue that child development continues constantly, fluently and child achieves significant progress in all aspects, which are often decisive for his future [2]. We incline towards the second view. Suffice is that when we compare a pupil who comes to school on the first day and a pupil who is leaving for a second stage after four years. Too much will happen in the life of younger pupil within these four years in order for us to say that emotional side of his personality was latent. Tears, fear of failure, joy of first grades, first loves, first disappointments, behavioral change, which is based on pressure of the social group. We can encounter all of this in the period of younger school age.

According to Langmeier and Krejčířová [3], ability of self-control increases in a child and it is influenced by two factors:

1. Emotional reactivity – is biologically based temperament (as measures of irritability and impulsivity). By maturing the emotions are becoming more stable and their control doesn't require the same effort.

2. Free control of emotional responses - child is able to suppress the primary emotional response or the impulse to action with one's will better and as needed and act intentionally and deliberately. This allows one to be more focused on selected activities and control intensity of internal experience.

Child entering school acquires new role of schoolchild. His emotional manifestations are different from previous period. One's egocentrism, impulsiveness and emotional lability are stepping back. The child is able to adapt one's behavior to standards, but motivation for their execution remains individually emotional - one wants to please parents, teachers. Child is identified with the teacher, that helps one to overcome uncertainty in foreign school environment and adapt to school requirements. School helps to develop pupil's self-awareness and leads to reflection of one's own actions [4].

One of conditions of school readiness is the child's ability to postpone immediate satisfaction of own needs for a period of time and devote to schoolwork. Child with this ability is emotionally developing this ability and is capable of self-regulation. One is able to will suppress one's feelings or conversely express them clearly. It comes as a consequence of understanding of their own feelings in a given situation, but on other hand takes into account the expectations of society. Child with good emotional competence is aware of one's feelings and also emotions of other people. One expresses own experiences in appropriate manner, is able to control one's feelings and adjust them accordingly to the actual situation so it will be easier to cope with the present problem. During this period child already knows that feelings, wishes or motives can be hidden away from others, one can suppress expression of one's feelings, but they can never be hidden from oneself. According to Langmeier – Krejčířová [2] child recognizes ambivalence of feelings, which means that around the 10th year one is aware of experiencing two or more conflicting emotions. With delayed emotional development we meet at children with hyperprotective parents or those children who are overlooked.

In emotional sphere of the children of younger school age there is change in content, process, form and duration of experience as well as the external expression of feelings. At the beginning of this period they express their feelings directly and violently through facial expressions, gestures and speech. Over time greater restraint and awareness is showing. They are able to control external manifestations, especially in the school environment and in the presence of adults. Feelings are developing from the side of content, but their outer manifestation is suppressed in spite of intense experience. Children can using their external expressions conceal their true feelings. It happens that in this period they are still not fully control their emotional impulsivity as adults and they explode. During this period we most likely encounter positive emotions, so we consider it as happy life period [5].

It is true that children are able to mask their feelings, but we believe that in this period they can also very easily explode and impulsively respond to different stimuli. We think that such a behavior they are presenting as a defensive reaction to inappropriate and irritating action from the environment.

Pupil during this period easily associates, one is extrovert. Rather positive moment of affection, joy, carelessness are prevailing. Emotionally one is rather desultory and shallow. One can not be angry with one's friends for long, one's attention of anger will go away rather quickly, which does not mean that one is a loyal friend. Exceptions occur around the tenth year of one's life. At that time friendships are formed based on temperament traits. These are the friendships that have something in common, alternatively different. As stated by Ričan [6], very little we meet with compassion and sadly the opposite sense, which is to ridicule

people who suffer from certain defects is prevailing. Indeed teasing and superficial relationship to classmates may turn into elements of aggressive behavior, bullying. The pupil is capable of negative behavior and hurt more often when one do not have closer ties with other.

According to Vágnerová [7] in this period is typical an increase of emotional stability and resilience to stress. Children are optimistic in this period. Development of ability to understand emotional experiences and give them meaning is important. It is the way of interpreting emotions. During this period the emotional intelligence is also developing – children better understand their own feelings. They are able to accurately distinguish their quality, intensity and duration. Around the tenth year of their life they are able to understand that one can experience mixed or conflicting feelings. They are assessing their own feelings as they would be assessed by someone else. For example, the expressions of fear and anxiety are seen as a failure and therefore they have often been repressed by children.

We know that many people are consciously able to behave purposefully. It is striking that such behavior has already been encountered in children. We consider them to be sincere, pure beings, from which we can expect nothing wrong and we believe that only they can tell us the truth. According to the authors however, we can see that they are adapting to their surroundings and are easily influenced.

Most authors are presenting an opinion that the period of younger school age is characterised by emotional stability, it is a joyful and hassle-free period and the child is experiencing more positive emotions and is able to control them. We incline to this view, but at same time, we expect that these characteristics can't be generalized to every individual, as some may still be manifesting egocentrism, impulsiveness, explosiveness, which are the characteristics of the previous period.

We are convinced that today's school should not only educate, but mainly to edify and look at the pupil's personality as a whole. It should perceive one's emotions and through that guide his behavior in a group, within the reason correct the child's physical development and by all this ensure its progress even in the cognitive area. Therefore, we shouldn't use the concepts of education and edifying as two independent entities. This perception is explained by Kosová [8], who has more broadly understood edifying as a deliberate influence on the personality of an individual. The aim is to achieve positive changes in development of different aspects of personality. Edifying includes education, exercising and practising, ergo complex of all intentional effects with worthwhile target.

Adaptation of pupils and related problems. The school enters the child's life as a new, strong player and has a decisive influence on its development and has impact on his personality for life. Cooperation of all participants in training has a significant effect to ensure a good preparation of school-age children. During this period it is very important to provide children assistance and support they need.

According to Ondrejkovič [9], the transition of the child from family environment into the school one is of the critical moments. The child meets for the first time with an institution that requires unconditional implementation of certain activities outside of its family, so in that sense it has the „coercive character“. The school however requires not only fulfillment of the requirements based on performance, but also the children's adaptation to the environment in which, under the normal circumstances, the requirement to meet certain obligations and implementing discipline is associated with the parents' love. On the other hand the school environment acts as impersonal, as a regular binding system – the exact beginning and the

end of the teaching, raising hand to speak, maintaining peace and quiet during the class, timetable, homework and so on. School attendance start is often referred to as a key moment in the life of every child or break-even period. What is important is the adaptation as a process of adjustment to the social environment with its standards and requirements.

The aim of the adaptation is to ensure conditions in such intentions, which will be ensured in time, they will continuously and optimally adapt and innovate according the new standards imposed on the educational system and the very life of the child in the educational environment. If these conditions are ensured they will eliminate the shortcomings and adverse negative impacts on survival and behavior of the human being as a full-fledged personality.

Man goes through this process many times in one's life, but over time creates various mechanisms to be lightened. Adaptation process in primary school is largely short-term, but it is considered to be the most important for the intensity of survival of the people involved, especially students. Slezáková [10] sees the adaptation based on aspects in three levels, as a physiological adaptation that takes place in three stages, viz. the first stage is orientation stage (when the body of a child reacts to each new conditions that are related to learning), the second stage is continuous adaptation (the body of the child adapts to new conditions and finds various responses to external environmental influences) and the third phase is relatively constant adjustments (finding the most appropriate ways to deal with the pressure of different nature). There is a separation in psychology field as a psychological adaptation which can be manifested in children diversely and affects all aspects of the child's psyche (personality-motivational, training-cognitive and will). Significant for the area of our interest is social adaptation, which is about the acquisition of new social role, such as the role of the student in respect of living (if the child has a positive attitude towards school and obligations than he/she is able to observe and make contact with classmates and teachers, resulting in successful integration into the new environment and finding a place in it). According to the author, the interconnects and the failure could have a negative impact on the success of the child in coping with demands of school.

There are number of factors that influence pupil's adaptation during their stay in school. Adaptation is a process that requires a lot of patience, expertise and rules. It is a very individual process with regard to the needs and possibilities of the pupil. The child has to in the first year of primary school, as Řezáč [11] states adapt to the conditions: material conditions (with regard to the job, its size and nature); physical conditions (such as lighting or temperature in the class); social conditions (including the relationships between students, students and teachers, classes, etc.).

According Guziová a kol. [12] maturity of the child to school attendance depends substantially from the most basic of all abilities, and that is the ability to learn. Each child is unrepeatable unique. They are children who have no adaptation problems and they adjust to school environment. On the other hand there are children who have hard time getting used to the new school requirements. Adaptation problems can be created by internal or external elements. Significant determinant in school is a teacher. The teacher is the first in contact with student who is trying to systematically create conditions and to use all available methods and means. „The teacher creates a friendly, accepting and motivational environment to ensure that students have the opportunity to confront, discuss their knowledge, experience and expertise with others using cyclically repetitive reflection.” [13, p. 34]

Every individual goes through the process of socialization many times in one's life, but admission to the first year of primary school accelerates the socialization. Throughout the

educational process there is no such significant and rapid cultural change as the pupil's of the first grade of primary school experiencing. Socialization in the school environment is very specific. At school and in the classroom itself pupil spends quite a lot of time, so it is important that one's like to visit school and feels good in it. The pupil must be subjected to conditions that are placed on him by institutionalized education, but at the same time to requirements of teachers. The pupil tries to be close to him as much as possible, make him happy and please him. Actual experience of a student, prior knowledge, concepts and interests evolving by one's real possibilities are needed in order to achieve a solid foundation for one's academic future and social success.

Aggressive behavior amongst pupils. With signs of aggressive behavior we meet as early as the younger school age. According Gajdošová et al. [14], aggressive behavior often turns against classmates, teachers and even their own friends. Pupils slander, laugh at each other, curse and have ironic remarks at the expense of others, they kick, fight and hurt others. We believe that these individuals suffer from a lack of understanding and confidence. Negative emotions and everything that is accumulated in them is reflecting outwards in the form of unacceptable behavior. We cannot say that the emergence of aggressive behavior is conditioned only by emotions. Clearly a number of various factors is taking part in aggressive behavior are there is a variety of reasons, as there are various manifestations of pupils that we are registering. Someone may exhibit inappropriate behavior scarcely and other more often and it may or may not develop into aggressive behavior.

In the terms of social pathology aggressive behavior can be defined as a violation of social norms. It's kind of behavior that restricts rights and undermines the integrity of the social environment. It is observable episodic behavior with different latency [15]. According to Vágnerová [16] aggressive behavior usually means to achieve satisfaction, for which there are certain obstacles standing in the way. She considers that as a possible defense mechanism that solves problems by attacking an obstacle. From the psychological aspect we are talking about aggressive behavior as conduct disorder [7] and from the pedagogical point of view we perceive it as problematic behavior [17]. Gajdošová[18] suggest that there is differences between these concepts, they argue that the problematic behavior is the first phase of development of conduct disorder. In case that social norms are not breached it is more appropriate to talk about problematic behavior. Described concept of aggressive behavior from different perspectives allows us to get better insight into issue. Pedagogist look on aggressive behavior as problem, with what we meet in schools.

Aggression is most often understood as a physiological mechanism, emotional reaction and conduct. In connection with education it is understood as any form of behavior that aims to hurt, damage or destruct other's entity. It is specific type of emotional reaction which is common for humans and sub-human animals [19]. Svoboda [20] perceives aggression as expression of vital power. He claims, that vital and potentially aggressive is every organism and to try totally annihilate aggression is naive. Author presents completely different opinion than the all the others that consider aggression and aggressive behavior to be something inappropriate, intolerable and negative. We incline to his view that dormant aggression lies within each of us and that may be the sign of our assertiveness, desire to achieve our goal.

Aggression is associated with high rates of aggressiveness [19]. Aggressiveness is assault, attitude or internal readiness for aggression. In the broadest sense the term aggression can be defined as predisposition to aggressive behavior. Person with increased level of aggression tends to behave in different situations aggressively, fights with one's aggressiveness, because it controls

and complicates one's life. Impulsively reacts to stimuli that other person would not pay attention to at all and would ignore them. Such people tend to be touchy and offensive [21].

Today, we meet with many signs of aggressive behavior in children not only towards their peers but also adults, and towards teachers, parents, educators. Broad professional community is dealing with this topic to find the cause of this increased aggression in children as well as possibilities of its prevention [19].

Causes of aggressive behavior are also expressed by Šimanovský [22], who considers the factors inducing aggressive behavior to be mostly overcareful ergo hyperprotective education, school as a stressful factor, respectively the teacher as a source of suspense and relationships parent – teacher and parent – pupil.

Factors that affect psyche of individual and also emergence of aggressive behavior according to Tomova [23], are congenital predispositions (hereditary influence and biological processes), social learning and education, impact of media and internet production, unfulfillment and dissatisfaction of emotional, psychological and biological needs (thirst and sleep deprivation) and finally also physical conditions (color and brightness of environment, noise and cold).

Sources of aggressive behavior in children by Gajdošová and Bogárová [24] may be:

1. Emotional deprivation. Children's needs of love, support and protection are not satisfied therefore they substitutionally satisfy their needs by hurting others and that is to satisfactory for them. These children have feeling that they are not worthy to be loved, and their feelings of insecurity are transferred onto others in the forms of anger and aggression.

2. Anxiety, tension and fear. Children regularly experiencing anxiety are in constant tension, acting very often aggressive towards those they can afford to. They can't establish friendly relationships.

3. Energy supply. Here, we are talking about the pupil's temperament. We can see it when a pupil does not release one's built up energy when it can, for example during the breaks. One becomes a distraction element during the class towards classmates or even a teacher.

4. Nature, personality characteristics of pupil. Pupils who have tendency to behave aggressively are often uncertain, have complex, hostile inclinations. Their low self-esteem manifests itself in relation to school results. They are weaker in area of communication. They are usually rejected by group.

5. Curiosity, boredom or desire for allways stronger and more exciting experiences.

6. Pressure of manhood is one of causes of hidden aggression. Surroundings puts a pressure on a boy to behave in the way that as expected from a man, to be manly and not afraid to take punches but also to be able to give them too.

7. Educational approaches of parents. They are the most important sources of child aggression committed in school environment. Aggressive behavior is conditioned on too lenient upbringing of a child when everything is forgiven, everything is allowed and parents are not paying attention to the child enough, and on the other hand there is extreme, too strict autocratic upbringing where child is punished for everything. Hateful behavior, strengthening of improper behavior, negative emotional reactions and ineffective penalties are occurring in those families.

8. Education and teaching styles of teachers and the ways teachers show authority. Teachers themselves can feel that they lack of psychological knowledge of how to ensure a good social and emotional atmosphere in classroom in order to solve serious problems of pupils. It is important to be empathetic, assertive and to try humanize the educational process.

Aggressive behavior can appear even when teacher ignores or does not solve aggressive behavior in the beginning (minor conflicts) or when one agrees with majority due to one's popularity. Trigger impulse can be a difficult exam, unfair evaluation of teachers, highlighting ability only some of the pupils, arrival of a new teacher or a new pupil in class.

As a positive we evaluate the several views of authors who don't incline to only one cause of aggressive behavior, but they always trying record new ones and analyzing them in details. We can see that the teacher could also trigger the aggressive response, although the one is not aware of it. According to Gajdošová and Bogárová [24] uncontrollable anger, negative emotions such as hatred, envy, resentment, intolerance, deficit of negative attitude towards desintegrative behavior can also lead to aggression. Irreplaceable role at the causes of aggressive behavior has a nature and temperament of a person. We are focusing particularly on dispositions of temperament, namely impulsiveness, explosivity, lack of self-control and less sensitivity to consequences of their behavior [25]. Most aggressive manifestations in children of younger school age are limited to verbal expressions of anger and they are response to the conflicts with peers that are emerging from desire and effort to possess the same common thing [26]. For aggressive behavior is typical the destructive intension. From the social danger point of view it is important to distinguish different types. It has to do with motivation and actual suggestions and needs. Aggression related with defense will be assessed differently than the one associated with desire to harm and with hatred [15]. We know a lot of classifications and types of aggression, but essentially those, with which encountered in children of younger school age.

Combination of three factors, direct and indirect aggression, verbal and physical aggression, activity and passivity is creates according to Martínek [21], eight types of aggression:

1. Physically active direct aggression – beating of a victim, physical humiliation, forcing into humiliating acts, use of physical superiority over victim. We encounter this type of aggression at school in the form of deliberate physical harming = bullying.

2. Physically active indirect aggression – giving an assignment to another person to hurt a victim. Originator of aggression doesn't participate directly on aggression itself only invents the ways to harm a victim and watches.

3. Physical passive direct aggression – physically obstruct other person's goal achievement. In school environment it is manifested as destruction of accessories that pupil needs to successfully achieve one's goal: breaking pens, rulers.

4. Physical passive indirect aggression – refusal to fulfill certain requirements: not obstructing other seats, rejection to help a classmate with disability.

5. Verbal active direct aggression – use of profanity, insults, disparage classmates, verbal humiliation. Interestingly, individuals at school are not considering this behavior as something abnormal and unacceptable, quite the contrary. Person who carries out such behavior is becoming a star in the classroom. As for teachers, they are also becoming powerless against this type of aggression and they express it as a normal and nowadays common behavior. They rather ignore vulgar expressions and therefore the author appeals to teachers to publicly express disagreement with their use, because if a teacher adopts slur in children as something normal, they become normal.

6. Verbal active indirect aggression – slandering in order to hurt others. We are referring to this type of aggression when the first stage of chicane – ostracism is appearing. It is mild, mostly mental harming by classmate, bad-mouthing about one's behavior, clothing,

haircut. We include here mockery of others as well. A typical example may be intentional false whisperings to classmate during testing. After classmates incorrect answer comes the result as one's ridicule by others in the class. This includes intrigue, taunts, due to which individual doesn't feel comfortable in collective.

7. Verbal passive direct aggression – complete ignorance of other person. Refusal of the aggressor to answer to greeting, question. Victim ceases to exist and not only in the eyes of the aggressor, but also for the entire class if the aggressor is popular in the group.

8. Verbal passive indirect aggression – we are talking about this last type of aggression when someone is unjustly criticized, punished and we are not defend that someone. Individuals who are so unfairly criticized in the class, become so-called black sheeps. This is related especially to the problematic pupils who are quite often participants of fights in the class. Everything always breaks down on them only, thus they are backing others back.

It is undeniable that many types of aggressive behavior we already encounter at primary school level. Even if these described symptoms for someone seem to be harmless and insignificant, they can have even worse consequences. We can encounter at some children in this period cruelty and heartlessness of one to another, although these are already more serious manifestations of aggression. Interesting are the findings in relation to differences between genders. Boys are more often manifesting direct physical aggression, while girls incline more to hidden and verbal form. Frequency of aggressive behavior therefore isn't lower in girls than in boys, but differs in its forms [26]. Although period of younger school age is considered to be extremely calm, a part of latent aggression is always presenting itself. Normally its pulses are discharged towards success in school and in relational field. Boys in period of younger school age are competitive, exercise their physical strength. We are noticing aggression of girls mainly in the form of verbal expression, fights, rivalry between friends. If this normal proportion of physiological aggression doesn't control the child's behavior and one will not succumb to it in the extent that would caused one problems in relationships, in society, and would obstruct one in learning and destroy one's family life, it is necessary to accept this degree of aggressiveness.

Emotions are lying dormant inside every human being. Some emotions can make our life beautiful, we consider them as positive, but some of them can often make it more complicating and these are mostly negative emotions. Negative emotions, inability to control and regulate them, emotional emptiness, inability to empathize with what others experiencing, everyday frustration, all of this can be experienced by children that we as educators have constantly before our eyes. We are noticing mostly only external manifestations that capture our senses directly and meanwhile the things that could explain a lot are escaping from us. We ourselves though, can based on our current practice say, that some pupils are hiding their emotions within themselves and some expressing them too intensely, some don't have problem to express what they are experiencing in front of anyone and some will open up only for a specific person. It is difficult to generalize and directly define what can be a warning signal in regard to aggressive behavior.

Feeling (emotion) authors define as experience of subjective relation towards effecting subjects, people or oneself. Feeling have in psyche two basic functions, namely orientation, through which our feelings indicate what has a subjective meaning for us, also indicate the importance of certain events. Second function is control, when emotions regulate our behavior, which means that we are getting closer to some things or we are keeping the distance from them.

Feelings regulate our experience and consequently also our behavior [27]. With positive emotions in children of younger school age negative emotions are appearing too but they don't act favorably. According to Jánky [19] flooding by negative emotions, anger, rage and anger with suppressed rational component occurs mainly at the form of affective aggression, which is a prototype of emotional reaction with high activation level.

Šimanovský [22] talks about increase of agitation and aggression of children. Inner restlessness is not visible on the surface, only if it was strongly experienced outwards. This is occurring mainly with stereotype expressions in situations where individual is experiencing anxiety and dissatisfaction. Increase of restlessness is accompanied by strong gestures, movements and decreased control of emotions.

In elementary schools, there are most often manifested negative emotions such as hatred, envy, resentment, intolerance, lack of compassion that leads to violence and aggression [28]. That can also be confirmed by Končková [5], who describes these emotions and their manifestations in pupils of younger school age.

One of emotions that might not be primary negative is fear. Child in this period by Končková [5] is no longer afraid of imaginary objects, one is concerned rather with the real hazards (darkness, illness, punishment, death, strained relationships at school and family). They are able to revel in fear, to love fear (watching horror movies, to scare each other and tell scary stories). We can encounter so called concealed fear in a child of young school age. Child feels that because of insurmountable fear one cannot fulfill the requirements of the environment and is trying acceptably justify it. Child's own avoidance behavior has been associated with different cause in attempt to achieve recognition from outside world [29].

Second emotion, which in most cases is perceived and presented as negative is anger and rage associated with it. These emotions can lead to nicknames, derogatory comments, insults, cruel treatment, physical punishments. Anger and rage can manifest itself in various ways and one of them is destructive and aggressive behavior. It may occur either in speech or in action. Someone angry can offend us by word, can slander us behind our back. One may act according to the rules of good behavior, but at the same time speak stiffly and cold. Another person in anger restrains from any verbal expressions, turning inward and is silent, angry, and does not speak. On the contrary, some of us destructively criticise us, they are ironic and sarcastic [30].

Jealousy is one of the negative emotions that arises/occurs when parents or teachers prefer one of the child. They highlight one's strength and give one as a role model. This is manifested by indifference, snide remarks.

Children in the period of younger school age are also experiencing anxiety. For these children it is characteristic that they tend to be dependent on adults, their self evaluation is broken, fear of danger overcomes them and don't trust the world around them. Their behavior may have the character of compensation. In company of their peers, by using aggressive behavior and inappropriate efforts they seek recognition or want to participate in group atmosphere. They often want to be admired, and do not risk rejection by expressing disagreement with group expectations. Children who are experiencing anxiety fail to be recognized in family and school environment, and for this reason they flee to another environment and choosing alternative ways to be awarded. Using aggressive act child is looking for and claiming attention from adults, especially those ones that are emotionally significant to the child. Aggressive behavior serves as unconscious defense against self-

destruction, like a valve of accumulated negative emotional contents that are stored in unconsciousness. Aggression is for a child tool of exciting initiatives which one lacks [31].

In the young school age some new emotions are emerging, such as feeling of injustice and insults which is arising from the breach of justice. Another emotion which we encounter in pupils at school is stage fright. This is manifested particularly during the public appearances. In that time when the child realizes some responsibility for his performance, and he wants to deliver one's best, one is affected by redness, fading, clumsiness, memory loss up to urge to escape. Envy and gloat are next emotions and arise when competing in activity where child achieve a better outcome (envy) or worse outcome (gloat). The last of new the emotions is emotion of solidarity manifested by devotion to social unity [5].

Child may act aggressively if can barely tolerate something, and can't deal with it. Talks back to teacher, beats children. Child is internally frustrated and lacks something. Aggression usually conceals some suffering. It is difficult for a child to stay strong and thus not to be damaged by humiliation or depression and so that will not project one's aggressive tendencies onto other children. Child conversely needs space to be able to talk about what one misses, about one's fear, anger, sadness, and even feelings of guilt. One needs to get rid of one's desperation in the arms of a loved one in order to pass one's mourning. However, when aggression appears to be unjustified and groundless, we have to look for a cause a little bit deeper.

Each of us has within oneself one's own subjective escalation of aggressive behavior. First subjective expression is often the facial expression, followed by gesture and at last by tone of verbal expression that clearly indicates escalating aggression. Therefore, author says that it is possible to observe the commencement of aggressive behavior and take action at the right moment. If this does not take place an aggressive response is expected. The role of education is not attenuate all manifestations of child aggression, but to reorient it from antisocial to pro-social direction and instead of rough forms make forms which are acceptable to society.

Prevention in most general and simplified terms means avoiding undesirable practices, various forms of risk behavior and problems [32]. It is necessary to emphasize the need for implementation of prevention into school environment. Prevention of aggressive behavior can be divided into primary, secondary and tertiary [33]. Author characterizes precautionary steps as follows:

1. Primary prevention – aim is to optimize conditions in education and training, as well as personnel, technical, spatial and material support of school. This includes selection of teachers, new approaches of teachers to pupils which are represented by open and partnership negotiations, new approaches in education, reduction of teaching hours and number of pupils in classes. The aim is to recruit directly at schools assistant teachers, school psychologist, special pedagogue and social educator. It is necessary to introduce in families an effective forms of cooperation with parents in collaboration with experts. Gajdošová [14] incorporates to primary prevention also prevention programs that are focused on constructive solving of conflicts, coping with stressful situations, development of social capabilities. Such programs include: „Heart on the palm of hand“, „Tolerance against violence“, „Behave normally“. Prevention of aggressive behavior can be implemented through preventive project „We know that.“ It is a program of fight against evil, violence, addiction, prejudice, racism and unproductive way of life.

2. Secondary prevention – There is emphasis on vulnerable groups of pupils and aim is to capture expressions of aggression at an early stage. It focuses on pupils who are at risk of dysfunctional development. At school, it is important to create positive climate where reigns trust not only between teachers and pupils, but also between pupils themselves, and thus be able not to be afraid to talk about possible occurrence of aggression.

3. Tertiary prevention – its aim is to prevent re-entry and deterioration of aggressive behavior. Gajdošová [14] remarks that tertiary prevention includes emergency assistance, therapeutic and group programs, helplines, tutoring programs, weekends spent in nature, increased police protection.

Excluding social educator in the prevention of aggressive behavior a coordinator of prevention is participating. At schools that can be a selected teacher who is in charge, coordinates and directs activities of prevention and whose mission is to develop and implement preventive programs at school. Educational consultant who is also employee of the school and in area of prevention one is dedicated to solving problematic and delinquent development of children can also carry out this job. Last but not least is the school psychologist too, one whose tasks is creation and implementation of a variety of prevention and intervention programs to modify unwanted behavior, development programs of social communication, skills and social competence, training development of pro-social behavior, tolerance and conflict resolving, assertiveness, empathy and development of emotional intelligence. We can also include here school special educator, remedial teacher and irreplaceable role in prevention phase has a class teacher. In implementation of school-based prevention specialists and teachers are using variety of forms such as: discussion, exercises and games, lectures, training programs, interactively creative workshops, prevention leaflets and posters, and finally sports activities. Other forms: prevention during individual lessons, leisure time activities, competitions, exhibitions of works, debates, interviews, message boards, TV shows, school radio, theater and others. It's only a part of presented forms that teacher has available, one just have to implement. Prevention is essential and requires particularly enthusiastic teachers who are not intervening only when the problem with child is noticed. Problems need to be avoided mainly by getting to know child and by perception of child's daily behavior through which one is trying to say something.

Conclusion. Adaptation will be a success if the factors that contribute to problems to occur will be minimized. Family and the school of pupil will achieve such a level of school readiness and preparedness, that the student will have a minimum trouble in the transition to primary school. The new age brought us apart from new possibilities to solve problems new causes as well. Younger school age is the period when we can still influence and guide pupils in the right direction. It has been proven that pupils in the first stage of the education already tend to have an aggressive behavior and it is reasonable to deal with this issue. Pupils express their emotions inappropriately, they are too confident, insensitive, conflictive, explosive and don't realize that they hurt not only others but also themselves. We see too little into the lives of children that often want to say something to us but they don't know how. Teachers are too guarded and even quite often they are not willing to admit that right in their class there is a pupil with behaviour problems. They are trying to ease the situation and not give it great importance. Teacher should not forget that one is not alone, that one has always the support of professionals who are knowledgeable and able to cooperate and often parents too, who care for their children.

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Pri citovej výchove detí treba začať s rozvíjaním ich schopnosti prijímať podnety citového charakteru tak, že im vytvoríme prostredie bohaté na citové zážitky krásy, dobra i múdrosti. Preto poslanie tak materskej, ako aj základnej školy v súčasnosti nadobúda nový rozmer práve v súvislosti s požiadavkou rozvíjať emcionalitu a v závislosti od nej emocionálnu inteligenciu detí. Práve týmito tendenciami a konkrétnymi možnosťami ich rozvíjania sa zaoberá nasledujúci príspevok.

Kľúčové slová: predškolský vek, mladší školský vek, emcionalita, emocionálna inteligencia, emocionálna výchova, predprimárna edukácia, primárna edukácia, kompetencie, edukačné programy, edukačné aktivity.

In the emotional education of the children we need to start with development of their own ability accept the cue of emotional character so, that we establish a surrounding with rich emotional experience full of beauty, goodness and knowledge. This is why the kindergarden as an elementary school at the present take the value of a new dimession exactly in connection to develop their emotionality and dependance of emotional intelligence. Exactly with this tendencies and concrete possibilities is about the following report.

Key words: preschool age, early school age, emotion, emotional intelligence, emotional education, preprimary education, primary education, competence, educational programs, educational activities.

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ROZVÍJANIE EMOCIONÁLNEJ INTELIGENCIE U DETÍ PREDŠKOLSKÉHO A MLADŠIEHO ŠKOLSKÉHO VEKU

DEVELOPING EMOTIONAL INTELLIGENCE IN CHILDREN OF PRESCHOOL AND YOUNGER SCHOOL AGE

Skúsenosťami, ktorými dieťa prechádza počas svojho detstva, spoluutvárajú jeho osobnosť a schopnosť vnímať a reagovať na svet okolo seba. V prostredí a vo vzťahoch, pre ktoré je charakteristická dôvera, láska, bezpečie a zároveň dostatok výziev, podnetov a príležitostí môže vyrastať primerane sebavedomé a vnímavé dieťa, s rozvinutým sociálnym