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## **Development and optimization of emotional competences at children of preschool age which come from single parent and biparental families**

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**Abstract.** The motivation for choosing the theme is based, first of all, on the idea that we all want to help the increase mentally healthy and emotional balanced children. An essential factor by which a child achieves this balance is the way in which he develops socially and emotionally. Preschool and low school age is the time when children need us adults to learn how to relate to others with respect for their needs and those of others, how to solve various social situations faced day by day, how to live healthy emotions of sadness, fear, fear, anger without hurting others. Children observe and imitate our behaviors and our actions guides child's social and emotional development and provides the framework for the formation of self-confidence. It is also equally true that, once the child reaches kindergarten, he observes and largely takes over the behaviors as well of other children. That is why it is necessary for all children to benefit from an extremely valuable and credible landmark of behavior. For a better understanding of what constitutes a healthy emotional development, a children, at preschool age, it is necessary to understand what are the peculiarities of emotional development at this age. The transition from early childhood to preschool, then to adolescence is done very quickly, and the changes that children undergo are varied, so a good knowledge of the peculiarity of the development of the affective language, of the specific manifestations in depending on the age is specially important.

**Keywords.** development, optimization, skills, emotions, chips, preschooler, family, biparental

### **1. Affectivity: Emotions Feelings And Passions- Boundaries Conceptual**

Emotional affectivity is a relative individual stable feature which relates at measuring in general the various affective states of people experiences.

The term affect refers not only to long-term individual differences in affective experience but and to transient fluctuations in mood. A similar distinction was applied to emotions, for example, anxiety of trait and state. This indicates that a individual is able to experience a wide range of affective states, but some of these states are more common and intense in the daily "flow of affection". In other words, emotional effectiveness refers to how a person habitually feels and how the condition and his emotions typical differ from the provisions, and someone else's emotions.

Significantly, affectivity emotional scores - similar to those of individual scores -

approaching a normal distribution which indicates that most people experience in typical moderates leveling mode of various affective moods.

Affectivity is an essential and indispensable component of the human psychic system. Michael Golu (2007, p. 640) gives us a general definition of affectivity: *Affectivity is that component of psychic life that reflects, in the form of a feeling subjective of a certain sign, of a certain intensity and of a certain duration, the ratio of Dynamics Events Motivational or a states Own of necessity And Dynamics Events from plan objective external.*

Golu's proposed definition goes beyond the unilaterality of the classical definitions, which absolutized Plan internal (subjective) or on the objective (external) of Organization And Manifestation psychobehavioral, she registering flax Spirit exigency Methodological a Principle interactionism, which underlies psychology Scientific Contemporary.

After M. Arnold (1960), *Emotion* is the lived tendency of approaching or moving away from the object, Preceded of Experimenting a Situations of a certain sort which maybe be Favourable or unfavorable (harmful) for subject.

Emotions highlight those quantitative and qualitative traits that make possible their analysis, comparison and classification. Of these, the most important are: *referentiality, polarity, intensity, Duration Conversion or transfor-mability reverse And ambivalence.*

## **2. Particulars of Development Emotional at Age preschool**

From birth, children quickly develops skills to experiment and express in emotions in different ways as well as their ability to face and manage a variety of feelings.

The development of these capabilities takes place at the same time as a wide range of verious visible skills in mobility (control engine), thinking (knowledge), and communication (language).

Emotional development of Children has been described as being composed from three different components:

- (1) cognitive-experimental experience, thoughts and awareness of feelings (by example Trying to forget emotional pain);
- (2) expressive- behavior (by example smile or crying);
- (3) physiological-chemical (by example sadness or happiness).

Period of development between 3 and 6 years called and preschool, attract numerous changes in psychic and relational plan (Knife, 2014)

In this period language increases, thinking becomes coherent and it releases into some extent the affective dominance.

Affective development should be reported at identification process with parental models again after 5 years with other patterns which can be provided of social and cultural contacts of preschooler.

Preschoolers learn to talk about their feelings and the feelings of others. Social-emotional development may involve much than emotions expression. It involves transformation, becoming independent in the following routines, greater interaction with colleagues, engaging in meaningful relationships with others, control of emotions and the development of an positive image of itself.

These Skills Are Essential for success participation of children at school experiences from home but and at their general growth. These developss and emotional skills of children which influences their success in school and in life.

However, emotional development often happens to receive relatively more a little recognition in the childhood years. The foundations of social competence that are developed

in the first five years are related emotions regarding well-being and affects the child's ability to afterward to adapt functionally in school and form successful relationships throughout life. As a person develops up at maturity, the same social skills are essential for training of friends of duration, and the formation of intimate relations of effective relationships with Parents etc.

The main features of emotional development include the ability to identify and understand their own feeling, to read with accuracy and to be able to understand the emotional states of others and to manage powerful emotions expressing them in a constructive manner, to regulate one's own behavior, to develop empathy for others, and for the establishment, and supporting interpersonal relationships.

Emotional development is actually incorporated into the brain architecture of young children through the response to their personal individual experiences and the influences of the environment in which they live. Indeed, emotion is biologically based on the aspect of human functioning that lies within the several regions of the centrally nervous system having a long history in the evolution of our species.

These increasing interconnections from their brain circuits support the mature emotional behavior appearance, especially in the years of preschool. Thus children's experiences develop early, their emotional becoming literally embedded in the architecture of their brain.

Emotional states of children and preschoolers are very complex. They depend on their ability to interpret their own personal experiences and understand what others are doing, and what thinking about as well as a to interpret shades on module in which others respond to them.

They also become more able to manage their feelings, which is one of the challenging tasks of early childhood (Thompson, 1994).

### **3. Family involvement in Emotional Support of a Child**

Family is the base institution in all cultures. Parents are entrustment with the responsibility for the care of their children, their role being vital for physical, mental, emotional and spiritual health of their Children.

Daniel Goleman (2001) states that "*Family life is our first school for Learning emotional*".

Through via Family "*Learn how to feel about ourselves and how others react to our feelings; how to think about these feelings and the ways in which we choose to react*".

Apathetic of the structure of the family - whether the students live with two parents, single parents, extended families, adoptive families or others - adults, at home play a key role in shaping life emotional children. Therefore, building bridges between schools, families and communities can have a impact serious on learning the social-emotional of the children.

The emotional well-being of children during the first years of life has a powerful effect on their social relationships. Children who are emotionally healthy are more in measure to establish, and let's maintain positive relationships with adults and colleagues.

Children learn social and emotional skills in the context of their relationships, watching, imitating and responding to the social behaviors of others. Children also learn from others how to respond at their emotions.

Emotional abilities are closely related to the child's family, cultural environment and early experiences. Children learn by interacting and forming relationships with their family members, groups care of children schools and communities.

Learning social-emotional begin in childhood, again adults are models that main

influence young children. When caregivers validate children's feelings, they respond their needs and are responsible and supportive, preschoolers are better able to communicate needs and emotions and are predisposed to demonstrate a healthy social-emotional development.

From birth, children learn who they are by the way they are treated. Relations of love gives young children a sense of comfort, safety and confidence. They teach them Children let's form friendships, to communicate emotions and to do facing challenges.

Families are considered in continuation fundamental units of society and are probable the more important of the all human institutions.

*The nuclear family* or marital, characteristic of modern society, is compared to extended family, reduced in number to the couple partners and their still unmarried children (own or adopt); *it is a democratic structure based on equality, consensus and increasing participation of the Children* (Mitrofan, Mahesh 1991).

*Extended family* is the family that includes, in addition to parents and children, the family of origin of one or another between the parents.

The nuclear family also has a dynamic structure, which can be modified by adding or losing some members, but that is influenced by both external pressures, as well as Internal.

The family exists appears as a relatively independent structure in the social system, but in the same time it responds to pressures of social economic religious bloke and of cultural- educational environment

This pressure is obvious if we take into account the changes produced along the time in child-rearing styles (to be permissive or authoritarian, to resort to drastic discipline or on the contrary natural food or artificial recommendation).

Many of these changes were reflected in the advice given to parents by society experts to teachers, doctors or psychologists.

In addition to responding to outside influences, the family functions as a network of relationships in diad (mother-child, father-child, mother-father, child-child). These relationships are, in turn, dynamic and constantly changing, depending on the growth and development of children, but also on maturation of parents in parental roles.

The nature of influence, in these relationships, cannot be regarded as operating in just one direction or on a single plane, children and parents are influenced by family membership, but heremajor influence is exercised on Children.

In consequence, they are the main beneficiaries of the positive relations but are also the main disadvantaged in the context of tense or conflicting relationships, because they are the ones whose dynamics is more pronounced, changes inherent in development to which they are exposed are more frequent and with higher amplitude.

The nature of the influence of the family on the development of the children is complex, which is why researches cannot isolate certain specific characteristics of parents and determine precisely the effects in their development plan certain specific features at children.

Many theorists and researchers in the field of child development agree that the factors of medium influence child's development.

Many young parents are reading theorists and authors in child's development field for valuable resource. All of them are predisposed to buy informative books and use internet in order to obtain tips about different parental styles.

Defining the concept of family in the context of our research refers to the role we play in the emotional development of children and how the time spent in the family influences the child development.

Families may be characterized through two dimensions of base: autonomy and privacy.

*Autonomy* refers to the degree of relational self-sufficiency, self-definition, independence, and *privacy* at the degree of emotional networking link, acceptance and sense of belonging. These dimensions characterize the individual family, members, diadic relations and subsystems, as well as and general emotional climate of family.

Without intimacy, high levels of autonomy can lead to an authoritarian family, relationships characterized by rigid boundaries of the family, emotional distance and emphasis on individuality. Finally, the lack of both autonomy and intimacy can lead to distant family relationships, characterized by the lack of the basic elements that make up the family group.

The boundaries in such families are chaotic, the family roles are unclear and the feeling of solidarity.

Becoming social is how children come to understand their multilateral social world. Attachment, the strong emotional bond between children and their caregivers and the development of a feeling self are key elements of the social emotional development.

These social emotional skills can include creating friends, waiting patiently or expression anger in a healthy manner.

The early relationship of the child with his main caregiver is the most important predictor of future personality of the developing child. Attachment theory suggests that infants are initially evolved to form a close, lasting bond, dependent on a caregiver mayor which begin in first years of life.

When the attachment is formed correctly, the child forms a secure attachment to parent. This secure attachment can only be formed if the parent is responsive to the needs of infant.

Parental involvement has been observed as positively associated with behaviors students and attitudes in areas such as increasing school attendance, fewer problems of discipline and school aspirations may increase.

Regardless of whether the parent experiences any form of stress during involvement can it also had an influence on the child's emotional development. In a study conducted of Mitchell and Cabrera (2009) were wxamined relationship between father stress and social competence

#### **4. Research objectives**

In order to concretely guide the research activity, we have established and formulated the following objectives of the pedagogical research:

- Identification How Structure Family Influences emotional skillsd of children;
- Identification level of development of emotional skills of children;
- Identifying the differences between children from single-parent families and those come from from biparental family, looking at empathy expression recognition and self-control emotions.

#### **5. Research hypotheses**

It presumes that: exists significant differences between children who come from from single parent family and those come from from nuclear family in regards to their emotional skills development; hence children from single-parent families will get lower scores on your

tests for recognition, expression and self-control of emotions, of emotional expressiveness.

## 6. Tools used

System methodological used in the framework This Research a included:

- Test projective *My family!* (Annex 1)
- Test PTC (*Perspectives Taking Test for Children*) (Annex 2)
- Experiment psychodidactic– *Altruism/ Self-centeredness*

## 7. Study participants

In order to be able to investigate the desired aspects, we contacted the management of a kindergarten institution and after school, which has us accepted the invitation to participate in the research and which facilitated our access to children, in order to tests applications.

This study was conducted on a sample of 60 children (32 girls and 28 boys) aged between 5-6 years. From the outset, it was considered that two samples were drawn up in the function of structure family (single parent and biparental) for processing statistics (quantitative) and Qualitative Data.

## 8. Processing and interpretation of results.

Hypothesis: It is presumed that: there are significant differences between children from parent families and those come from nuclear family looking at their emotional skills development; hence children from single-parent families will get lower scores on your tests for recognition, expression and self-control of emotions, of emotional expressiveness.

In order to be able to operationalize this hypothesis, qualitative analyses of the drawings were run which were made by children at „My Family Test”.

*Table 1 Family statistics drawing*

Variables		Percentage Family Mononuclear/ <b>Nuclear</b>
Parental Figures Size	Mother>Tata	70% / <b>13%</b>
	Mom=Dad	30% / <b>87%</b>
Figures Parental Included:	Both Parents	60% / <b>99%</b>
	Only a Parent	40% / <b>1%</b>
	Nor a parent	<b>0 % / 0%</b>
Figures Oversized:	Mother	70% / <b>35%</b>
	Mom & Dad	10% / <b>55%</b>
	Grandparents	9% / <b>6%</b>
	Brothers/Sisters/Other relatives	11% / <b>4%</b>
First And Last character drawing	Mother	45 % / <b>25%</b>
	Dad	44% / <b>30%</b>
	Child	3% / <b>40%</b>
	siblings/other relatives/friends	8 % / <b>5%</b>
Placing Their own figures/barriers:	Insulation	61,5 % / <b>2%</b>
	Next to both Parents	7,7 % / <b>90%</b>

	Beside mother	7,7 % / <b>3%</b>
	Beside brothers/sisters/relatives	7,7 % / <b>5%</b>
	Absence Their own Figures	15,4 % / <b>0%</b>
General Perspective:	Figures erased /uncertain lines	45% / <b>15%</b>
insecurity doubt tension	Too many Corrections	40% / <b>35%</b>
	Lines Secure	15% / <b>50%</b>
Colors	Colors Live	25% / <b>85%</b>
	Colors closed/ A Only color	45% / <b>15%</b>
	A alone member dyed	30 % / <b>0%</b>

The analysis of the drawings revealed the fact that preschoolers from biparental families are more establish in terms of affection compared to those raised by a single parent, expressing in their drawings the positive feelings that result from the sizing of the drawing and the body elements, of the layout of the drawing; how to draw the lines suggesting how the child delineates environmental characters or other characters, including their own boundaries between himself and world surrounding.

Warm colors present in drawings, indicates as a rule positive feelings presence. The bodily elements, face, body position and legs represented suggest the mood of the child, emphasizing the details of the face usually means interest and concern for external appearances and social relations.

On the other hand, the interpretation of the drawings of children from single-parent families, suggests a lower degree of affectivity as a result of layout, more precisely in the center page of persons this thing indicating insecurity the child faced.

The absence of one of the members indicates feelings of rejection or aggression (conscious) or no) front of that member.

Also, prevails using a single color or colors closed that indicates the tendency of rejection or even anxiety, shyness, avoidance of social networking, what demonstrates the low degree of affective experiences.

To be able to operationalize hypothesis in a statistical design, I have introduced flax data spss program and we have identified the starting clues. Following the application of the PTC test, for children's variable- emotional perception, I have obtained the following results:

*Table 2 Central clues trend at PTC test, After Variable –empathy*

		Descriptives		Statistic	Std. Error		
Family							
Emotional perception	nucleara	Mean		11,17	,505		
		95% Confidence Interval for Mean	Lower Bound	10,13			
			Upper Bound	12,20			
		5% Trimmed Mean		11,17			
		Median		10,50			
		Variance		7,661			
		Std. Deviation		2,768			
		Minimum		6			
		Maximum		16			
		Range		10			
		Interquartile Range		5			
		Skewness		,034	,427		
		Kurtosis		-,966	,833		
		monoparentala	monoparentala	Mean		7,87	,389
				95% Confidence Interval for Mean	Lower Bound	7,07	
Upper Bound	8,66						
5% Trimmed Mean				7,87			
Median				8,00			
Variance				4,533			
Std. Deviation				2,129			
Minimum				4			
Maximum				12			
Range				8			
Interquartile Range				4			
Skewness				-,158	,427		
Kurtosis				-,489	,833		

According to *Table 2*, Clues Central Trend for children coming from biparental family are: average = 11.17; standard deviation = 2.76 and the median = 10.50, while, for Children which belong to parent families Are : average=7.87; deviation standard =2.12 and median = 8.

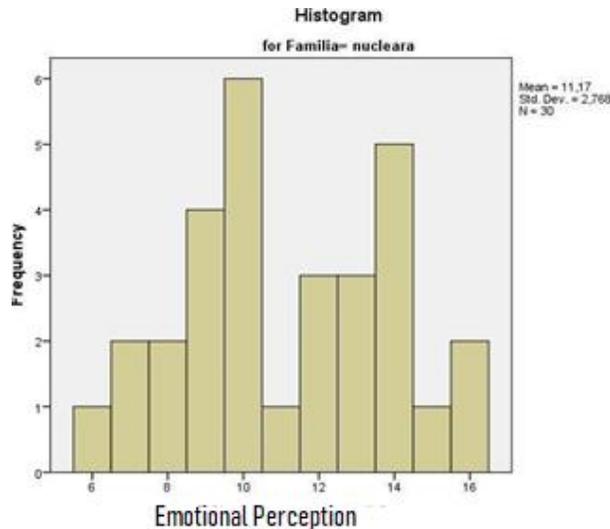
In continuation I have Applied *Test One Kolmogorov-Smirnov Sample* for normality test of distributions (see *Table 3*).

*Table 3. The One Sample test Kolmogorov-Smirnov*

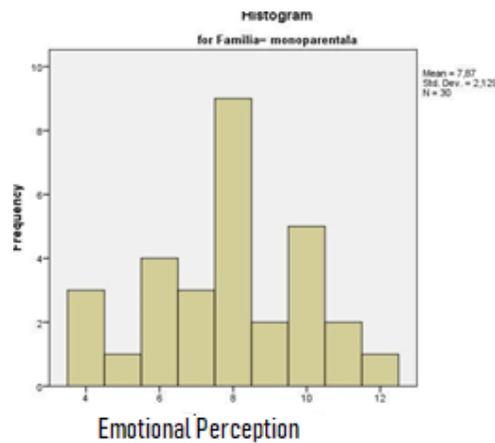
Family	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Emotional perception nucleara	,163	30	,040	,957	30	,265
monoparentala	,158	30	,053	,954	30	,219

a. Lilliefors Significance Correction

The Kolmogorov-Smirnov index shows a materiality threshold higher than  $p=0.05$  at the sample of children from monoparental families, with a value of 0.053. To the sample biparental family, Threshold is insignificant, Being under 0.0, with a value of 0.040.



*Figure .1 PTC Histogram test, varying empathy, for Nuclear family Sample*



*Figure 2. PTC Histogram test, Variable empathy Sample family single parent*

In figures it can be observed graphics representation on base histograms adistributions Each Sample in part.

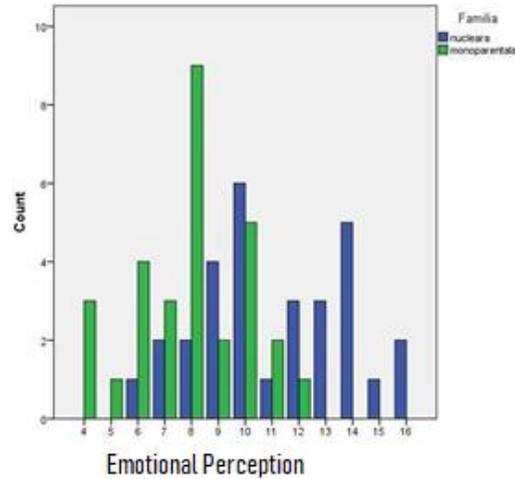


Figure 3. Chart Results merged for PTC, in Function of family structure

Both from the graphics analysis as well as from the calculation of the normality of the scores emerges a distribution nonparametric. Thus I have chosen let's Apply Tests for Comparing a two Samples independent, i.e. the U Man-Whitney calculation process (nonparamterical method). Due to Fact that  $N > 20$  We take in computation and amount ranks.

Table 4. Amount Ranks

	Family	N	Mean Rank	Sum of Ranks
Emotional_Perception	Nuclear	30	39,95	1198,50
	single parent	30	21,05	631,50
	Total	60		

Table Amount Ranks Shows number of participants from each group intercede ranks and Amount ranks.

Table 5. Test statistical

Test Statistics <sup>a</sup>	
	Emotional_Perc eption
Mann-Whitney U	166,500
Wilcoxon W	631,500
Z	-4,224
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Family

We note that  $Z = -4.224$  at a materiality  $p < 0.01$ , therefore there are significant differences between children come from from Families Parent and those reared in nuclear families on emotional behavior. Thus hypothesis is confirmed.

Therefore, children raised with both parents scored higher on recognition and Manifestation Emotions than Those Reared of a alone parent.

The hypothesis is also supported by the qualitative interpretation of ptc items test, as follows:

*Item 1 (happiness): Boy plays with friends in pool of sand from Garden School. How does the boy feels?*

Of the total number of children come from nuclear families, 93,3% replied that the boy in image feels happy and only 2 children, 6,7% they have given other response to this item.

*Item 2 (Happiness) Grandparents Face a Visit. How se Feels she?*

At the second item which describe emotions, 29 of children appearing biparental families respectively 96,7% indicated happiness, only one child gave another answer, and in what concerns the sample of children from single-parent families, 83%, of the children recognized of likewise happiness in presented flax image time what 17% they gave a other response.

*Item 3 - Mother boy's i buy them its a ice cream. How to Feels he?*

All participating children, from both samples they have response that Boy from image feels happy for that mom he bought them its an ice cream.

*Item 4. The teacher says a story. How the little girl feels?*

82.8% of children raised in families with both parents, answered that the little girl feels happy, and 17.2% (5 children) gave another answer. With regard to the sample of raised children by a alone parent 70% they have shown happiness and 30% they have response different.

*Item 5 (sadness). Boy's toy is broke down. How does he feels?*

At this item, indicator of sadness, 29 of children come from from nuclear family they have recognized the emotion as being sadness, and children from single-parent families they replied that the boy of the picture it feels sad, in a proportion of 76.7%, while 7 children (23.3%) gave another response at this item.

*Item 6 (sadness). Face's dog is sick. How to does the little girl feel?*

100% of children from biparental families recognized sadness little girl from cause animal of company and they have empathized with this.

As for children from single-parent families, most indicated sadness also, however 4 of them gave another answer: Ex: *The little girl feels good because it can care for the puppy.*

*Item7 (Sadness). Girls's bike is broke down. How does she feel?*

28 children from nuclear families replied that the little girl feels sad because she was damaged the bicycle, and in the sample of children from monopretal families, 60% have Shown emotion of sadness, on when 40% they have given a other response.

*Item 8 (sadness). The boy's mother wants to call him into the house while he is playing with How does the boy feel?*

On this item, 83.3% of the children raised by both parents replied that the boy feels sad, identifying with the boy in the picture: *Çi I'm sad when mom doesn't leave me more outside* and with regard to children raised by one parent, 60% said that the boy feels sad, but 40% they have given other response.

*Item 9 Anger. Boy's friend destroy intentionally his castle of sand. How does the boy feel?*

Between Participants 20 children from first Sample (family nuclear) respectively 66,7% they have identified anger that dominant emotion in the image presented 10 children (33,3%) they have given a other response: *Ex: We Should not be upset on our friends.* In - Family Parent: 46,7children they have response that boy feels furious again 53,3% they have given other response.

*Item 10 (Anger). The girl's friend pours yogurt on her intentionally while eating. How does she feel ?*

5 of the children coming from nuclear families replied that the little girl is not angry in the picture next to it and 25 said that she feels angry, and as for the sample of children coming from families with a single-parent structure, only 20 replied that the little girl feels angry, the rest of them have given a other response.

*Item 11 (Anger). Boy's friend is pushed from the back while he was paying a game.*

3 children which Come from Nuclear Family have response that boy is not furious for that he was pushed and 27 said that he feels angry, and as for the sample of children coming from single-parent families, only 19 replied that the boy was feeling sneaky, and the rest gave another response.

36,7 % of children from nuclear families replied that the little girl is not angry in the accompanying picture and 25 (63.3%) said that she feels angry, and in terms of the sample of children from families with a single-parent structure, only 7 children replied that little girl feels furious again rest by 23 they have given a other response.

*Item 13 (Fear). Boy is on the point to fall. How to does he feel ?* 43.3% of children from nuclear families identified fear in this picture.while 17 children (56.7%) gave another answer. In N of children from families with a Structure single-parent, only 5 (16,7%) they have said that the boy from image has fear.

*Item 15 (Fear): The boy lost his mother while walking down the road. How does it feel?* All the children in both samples replied that the boy felt fear in this situation.

*Item 16 (Fear): Boy pass by a aggressive cat. How does he feels?*

75% of children from biparental families said the boy was afraid; only 13.3% of children from single-parent families responded that the boy would feel fear at cat's aggressive eyesight.

Next we applied the method of the psychodidactic experiment to check the trait of altruism,

with the two scales: *To help and to share* and we got a qualitative interpretation. In following the results obtained, the participants were divided into two groups: those who had a unselfish behavior and those which have not had a thus behavior.

We entered the data into the SPSS program and calculated the average for the two groups: altruism/self-centeredness.

*Table 6 Clues of start you The Experiment-Altruism/Self-Centeredness*  
Structure Family

SELFLESSNESS	Myn	N	Std. Deviation
0	1,68	25	,476
1	1,37	35	,490
Total	1,50	60	,504

Out of 60 participating children, 58.3% (35 children - of which 22 were children from nuclear families and 13 of single-parent families) adopted altruistic behavior following our experiment, and 41.7% (25 children, 8- nuclear families and 17- single-parent families) they have registered a behavior egocentric.

After the qualitative investigation, we concluded that the children's sample come from nuclear families scored higher on Altruism compared to their peers from Family Parent.

### **Conclusions**

In achieving this works we have proposed to highlight influence of the family environment emotional development at preschoolers.

The overall goal of our study was focused on identifying differences between children from different family structures: the single-parent family and the nuclear family, in what what looks at development emotional of children, at the age of preschool.

Preschoolers from kindergarten acquire knowledge base about emotions behaviors desirable/undesirable, rules of coexistence in group of social through dynamics prism in their family relationships, as well as through their involvement by the educators in the various activities of in kindergarten.

These activities allow the global approach of the knowledge of the self, one's own emotions thoughts, leading to the development of a stable emotional state and to forming a moral conduct, dignified of cohabitation in company.

Children should be encouraged to reach a level of autonomy and parents should be encouraged healthy interactions with their friends. Getting to know the children's collective in the group of kindergarten, parents have access to information about how children interact, what upsets them, what preferences they have and how reacts in community.

To express the level of affective maturity and adaptation to the real, of preschoolers, as well as for highlighting dynamics of family relationships we have chosen to use the test *My Family*. Analyzing children's drawings we have driven towards following

conclusions:

- preschoolers coming from biparental families are more stable in terms of affectivity, girl of those reared of a alone parent expressing themselves in drawings their positive feelings which emerge from dimensions drawing; Settlement in page a drawing; module of tracing the lines, suggesting the way in which the child delimits the environmental characters or other characters, including its own boundaries between himself and world surrounding.

- children from biparental families used more vivid colors to achieve drawings, while in the case of children from single-parent families, prevails use a single color, or dark colors that indicates the tendency of rejection or even anxiety, shyness, avoidance of social networking what can demonstrates the reduced degree of affective experiences;

We also set out some impactful elements in terms of mode of collecting of Children's emotions at this age. With the aid of the test PTC I have rated Children's skills related with expression of recognition and self-control emotions as emotional expressiveness.

The development of the child without both parents is associated with a lot of undesirable effects. Children, coming from single-parent or reconstituted families, lower levels of development emotional, than those which grow beside of both parents.

Responses Children at Test PTC Support hypothesis according to which exists significant levels differences of emotional development of children, relating to the structure family from which they come.

With regard to the analysis of the prosocial behaviors of the children, specific to the age preschool, like indicators emotional powers development I have applied experiment method to check a trait of Selflessness with those two scales: A help and a emperors.

The findings of the experiment showed that out of 60 participating children, 58.3% (35 children- of which 22 were children from biparental families and 13 from single-parent families) adopted a selfless behavior following our experiment, and 41.7% (25 children, 8- biparental families and 17- single-parent family) have registered a behavior egocentric.

### **Strategies of development a Skills Emotional in Relationship parent-child**

Research suggests that positive family involvement contributes to the academic success of child. The parent is the child's first teacher and also the child social develop skills by interaction with parents and with other members of family but also with friends.

Interactions between parents and children is the social and emotional development foundation of the child.

In quality of parents we should grant time to discuss with our children about our feelings,our beliefs and our concerns and to share with them our own values.

After studying the literature of specialty I managed to highlight some strategies of optimization the parent-child relationship, for the development of their emotional power.

1. *Investment in time and effort:* Parents are naturally programmed to love each other descendants, but time and qualitative effort are essential to show them love. Teenagers have the need of privacy while small children have need of parental intervention and of interaction.

2. *Prioritizing the relationship with the child:* Children are a priority. So show them this through your actions: spend as much time as possible with your child instead of them "fit" in your

program.

3. *Availability*: Responsiveness at physical and emotional needs of child is important. It's important that the parents see the needs of the child through the child's perspective.

4. *Empathy*: Helping children to express emotions.

5. *Communication*: Communication must be fair, firm and friendly. Children who have confidence in their parents can communicate their thoughts and emotions without the fear to be tried or blamed. Effective communication strategies have their origins in skills management of emotions.

6. *Active Obedience*

7. *Importance Family Time*

8. *Giving confidence*: Trust is the foundation of any relationship. The child should himself be able to rely on the parent and to feel safety. Winning their confidence and keeping their promises, giving them confidentiality and maintaining their trust. However, we are not talking about total trust, *Blindly* but the information needs to be always checked.

9. *Keeping Close with Child's Educator*. Communication with the educator is very important because he has a significant impact in child development and education.

Children are not born knowing how to behave and relate to others. They learn this work gradually, over time. Parents and educators support the social and emotional development of children in every day through their responses and their example to behave with other people.

In the first years of life, parents have a responsibility to ensure their have that their basic needs by providing food, shelter and comfort, but also a secure attachment and emotional comfort for a healthy social and emotional development.

Children should be encouraged to reach a level of autonomy and parents should be encouraged also healthy interactions with their friends. Knowing the collective of children from the kindergarten group, parents have access to information about how children interact, what upsets them, what favorites they have and how they react in community.

Likewise teachers role is extremely important in regards of children's emotional development in preschool, as them being a role for the children to follow.

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