

Emotional representations and their verbalization in preschool children

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Abstract - The article contains the analysis of the scientific basis of psychological and pedagogic research, which provides an interpretation of children's ability to perceive phenomena of speech reality in correlation with perceptions of the emotional state of preschool children. The study considers the issues of emotional perceptions development, as well as capabilities and acquisition of verbalization skills in preschool children. Authors provide the analysis of issues defining the place and role of emotional processes in conceptual structures of a child, which are recognized in the form of designations being the result of verbal activity. In this regard, the impact of emotional processes onto the development of a child's conscious attitude to spoken word is emphasized. The study comes to the conclusion that the development of emotions and, accordingly, verbalization of emotional perceptions in preschool children occur within activity and depend on the content and structure of that activity. Authors infer that the development of verbalization is associated with mastering generalizations only when the child possesses perceptions of objects and phenomena denoted by such generalization.

Keywords - emotional perceptions, emotions, verbalization, reflection in speech process, verbal activity, preschool children.

I. INTRODUCTION

The topicality of the research of emotion verbalization problem in preschool children is established by the ratio of cognitive and emotional development of a child. In this sense, it is important to identify the child's perceptions of the emotional world through research of his/her verbal activity.

The objective of this article is to present the theoretical analysis of the problem and study the results of emotional perceptions and their specific features in preschool children.

Researchers V.K. Vilyunas, B.S. Bratus, V.V. Stolin, M. Calvigno emphasize that emotions constitute the basis of

meaning structures, and recognition of emotions is only possible in the form of designation appearing as the result of verbal activity.

A.N. Leontiev stated the fact that meaningful structures created throughout life define the content of the person's prior experience and become manifested in emotional experiences. In this regard, it is important to emphasize the impact of emotional processes on the development of a child's conscious attitude to speech [1]. In the course of processing the incoming semantic information, the child associates emotional image links with the meaning. At various stages of development, one and the same word may possess different affective capacity and becomes characterized by a change in its meaning [2].

Integrated concept of emotional perceptions regards these perceptions as complex, dynamic structures of cognitive-affective components, where the cognitive element is represented by the total scope of knowledge about the human's emotional life (causes of emotions and emotion-producing situations, expressive references for emotions of different modalities, content of various emotional experiences), while the affective element is represented by the positive/negative polarity and intensity of the child's emotional attitude [3].

II. RESULTS AND DISCUSSION

Significant amount of research exists in the study of perceptions and their development, with numerous publications dedicated to various aspects of the problem. B.G. Ananyev, V.A. Artemov, L.V. Zaporozhets, V.P. Zinchenko, E.I. Ignat'yev, N.N. Poddyakov studied the effect of perception on the development of perceptions. The roles of word and notion in the formation process of generalized knowledge were researched by L.S. Kopnina, A.A. Lyublinskaya, M.M. Solovyev. Correlation of thinking

and perception in development of perceptions was addressed in the studies of A.I. Zotova, N.N. Poddyakov. A.S. Davidchuk, O.N. Funkina, E.K. Scherbakova explained the issues of studying the perceptions of world recognition. Specific features of visual, auditory, olfactory and tactile perceptions are discussed in the studies of V.S. Kazakova, L.L. Kondratyeva, N.N. Poddyakov. The mechanism and classification of perceptions are explained in the works of B.G. Ananyev, V.A. Artemov, V.G. Kazakov, L.L. Kondratyev, A.G. Krysko etc. Fundamental research principles in this area of study include the concept of interaction between sense-based and logic elements, specific and abstract aspects at every stage of perception, and, therefore, at the sensory stage, where perception should be regarded as its supreme form [4].

V.V. Davydov has explained this notion of perceptions while emphasizing the bilateral nature of the primary form of generalized knowledge – the process and the result. Perception is “a psychic cognitive process of recreating the images of objects, events, on the basis of recalling them or productively imagining them, which serves as transition between perception and the logical form of cognition” [3, p. 17].

The result of this process, as V.V. Davydov further highlights, is the child's ability to produce a verbal description using specific terms or even entire word combinations, intentionally indicating characteristic features, and abstracting from certain particular or variable individual attributes of the objects, the combination of which provides a sufficiently clear and unambiguous content of the generalization result.

The child expresses the derived generalizations with a word or a word combination, while simultaneously building his/her knowledge into a particular system, depending on the purpose of communication. Notions are developed when the child eventually masters distinguishing particular attributes by referring to them with special terms or entire word combination statements, the integrity of which provides sufficiently clear and unambiguous content of the generalization results. By virtue of verbal definition expressed within the notion, generalized attributes become truly abstract and alienated from any particular form of their existence. They become an independent object in subsequent cognition [5,6].

B.G. Ananyev, V.A. Artemov identify the following consistent patterns in occurrence and development of perceptions: association of perceptions, the connection of perception and word, fusion of perceptions, generalization of perceptions and creative transformation of perceptions. In our study, we adhere to the above-mentioned interpretation of consistent patterns and development of emotional perceptions.

In case of fusion of perceptions, children develop new perceptions, which possess new properties. In due course of time, a perception retains only the significant attributes, which are called the generalization of perception. High significance is also attributed to creative transformation of perceptions, when by means of imagining, a perception is transformed; and new perceptions, new images of objects and environmental phenomena appear, serving as the emotional experience of generalizations [7].

Our study relies on the conclusions made by A.A. Zaporozhets, A.A. Lyublinskaya, N.N. Poddyakov, A.N. Leontiev regarding the fact that emotional perceptions must be considered as the result and the basis of the child's cognitive activity.

Emotional perceptions, as cognitive structures, are based on the fusion of two components: associated emotional spectrum, which can be positive, negative or neutral, and the phenomenon of cognitive level (A.N. Leontiev). This process is determined by the biased attitude of the subject to the contemplated object – personal meaning, which is represented in consciousness by language units with attached emotional feeling [8].

Researchers of children's speech (A.N. Gvozdev, V.K. Kharchenko, M.A. Yaschenko), neuropsychologists (V.D. Eremeeva, T.P. Khrizman), psychologists (I. Brezerton, D. Bigly, M.I. Lisina) observed the early appearance of emotionally marked words in children's speech [9].

The structure of emotional perceptions includes the cognitive component of perceptions (generalized system of knowledge about emotions) and individual emotional factor of each unit of knowledge gained through individual emotional experience. This structure of emotional perceptions only develops by the end of senior school age [3, 10, 11].

The authors of this study consider emotional perceptions as a system of knowledge about the causes and manifestations of emotions, which is gained through emotional experience and affects the individual progress of child's psychic development.

The cognitive component of emotional perceptions is the base component in preschool children. It is represented with the graphic image and its verbal designation [9]. Graphic image of perception reflects the expressive and impressive components of emotion. The expressive component includes mimic and pantomimic complexes with various emotional modalities. The impressive component is represented by understanding and defining the situations causing any particular emotional experience [10]. Verbal designation (verbalization) is used to express the core content of these experiences [11, 12].

Based on research of specific features of perception typology forms, researchers S.M. Vishnyakova, E.K. Voishvillo, V.V. Davydov determined the basic features of perceptions, which classify them according to their substantial side of manifestation. These include completeness, flexibility, accuracy, stability, mobility, adequacy, capability to express the material in one's own words, to formulate definitions, explain, give arguments. Authors observe that these indicators enable to define the adequacy and depth of knowledge manifestation.

These approaches to meaning and sense in verbal activity, to the role of emotions in generation of meanings, enabled the authors to discover ways of researching the child's perceptions of emotional phenomena and means of their manifestation, and to define the analysis criteria for emotional perceptions and capacity of verbalization in children of senior preschool age.

Verbalization analysis criteria of emotional perceptions are provided below:

1. Accuracy. The child clearly selects and nominates all typical features, reflects attributes in a word. Accurately reflects attributes, uses adequate grammatical structures, word forms referring to emotives (accurately, partially, none).

2. Completeness of transmission of essential components, which describe any particular class of emotive vocabulary. Children's ability to represent them as a particular integrated sum. The child is capable of fully expressing the content of emotional conditions by using various means of communication and lexical presentation. The child reflects the content of synonymous relations and their choice (fully, insufficiently fully, none).

3. Mobility is manifested in the dynamics of perceptions, ability to combine specific stable attributes of an invariable feature (lexical and synonymous content) with stable attributes of another invariable feature, thus generating a new unit of meaning (fully, insufficiently fully, none).

4. Stability is manifested in consistency of knowledge at any situation, regardless of information transmission form, while preserving typical indicators of the type (stable, in similar situations, none).

5. Adequacy is presented in the child's ability to reflect the word's meaning, means of lexical expression of a word, which enable the discover and choice of the right meaning to express the emotion (fully, partially, none).

Completion results of the tasks revealing the children's ability to use emotive vocabulary as means of verbalization indicate that development of emotional perceptions takes place in verbal activity on the basis of demonstration or expression of a particular emotion [13].

Word generation sequences used by the child to memorize words may be used to detect domination of either logical or image-based thinking. Expansion and enrichment of emotional experience causes the appearance of situational emotional feelings and children's responses associated with them, which include not only mimic and pantomimic methods of emotional reactions manifestation, but also verbalization.

Research data indicate that at an older age, the level of emotional perceptions increases, and children can generalize the components of emotional situation or emotions expression into a coherent whole based on syncretic notion principle. Representations of various emotions originating from cognitive component become differentiated.

This is further supported by the data on the link between the level of differentiated emotional perceptions and the children's emotional breadth level [11,14]. In this way, more emotional children tend to be more capable of generalization, associating different parameters of emotional perception into a coherent whole, while the children with lower level emotional reaction threshold are better at differentiating individual components of emotions and emotional situations.

The approximate character and instability of perceptions deprives of the opportunity to provide adequate differentiation of the peculiarities of vocabulary denoting emotional perceptions. We have established that 76% of children participating in the experiment encountered difficulties in defining the notions, or in nominating typical attributes and special features of emotions [15].

In the analysis of reactions, we relied on classification proposed by A.R. Luria, A.E. Suprun, A.A. Zalevskaya, T.M. Rogozhnikova, I.G. Ovchinnikova, O.S. Ushakova, E.M. Strunina, A.A. Smaga. Coefficient of vocabulary diversity was calculated with quantitative vocabulary assessment method according to Ch. Ostud's scale.

We used the method of cross sections over different time intervals in our research of trends in emotional perceptions verbalization (R.A. Mayer) [16,17]. Trustworthy positive changes in the indicators of variability measures and mathematical calculation of average assessment score enabled us to conclude that children possessed relatively well-developed verbalization of emotional perceptions and were capable of their development.

The authors have arrived at the conclusion that verbal means of external manifestation of the cognitive component of perceptions establish the awareness of the child's recognition of emotional phenomena, as well as the extent of specificity of these phenomena and generalization in the process of learning to use the language of emotions.

III. CONCLUSION

Therefore, we consider verbalization of a child's emotional perceptions as a reflection in speech of the combination of emotional experience, functioning as the key personality feature of a senior preschool child. Referring to studies by A.D. Kosheleva, L.P. Strelkova, O.A. Karabanova, M.I. Lisina, Bracket, Marc A. [11], Gnepp, J., Hess [10], [18], [19], [18], we believe that by senior preschool age, the child develops the capability to accurately express in speech his/her emotional perceptions, and the predominant role of verbal functions in recognition and understanding emotions increases.

At this age, expression of emotional perceptions by means of mimic and pantomimic attributes becomes less important, as the focus shifts toward verbal functions. In addition, mastering verbalization is an important indicator of the development of social motives, which develop on the verge of school age, along with the recognition of the child's own new social status.

Our research is based on the fundamental principles stipulating that the content of a child's emotional perceptions depends on the extent of child's capacity to refer to emotions with words, and that translation from specific sensory understanding of these emotions to the level of their recognition is only possible in case of accurate and full verbalization of emotional perceptions (A.V. Zaporozhets, B.G. Ananyev, Ya.Z. Neverovich, G.M. Breslav).

Thus, we can draw the following conclusions:

- In psychological science, there is no common concept of "emotional perceptions." From the diversity of viewpoints on this subject, we chose, in

our opinion, the most accurate definition of emotional perceptions (E.I. Negnevitskaya, A.M. Shakhnarovich).

- We consider emotional perceptions as a set of verbal descriptions of emotions, which serve as a means of their awareness.
- As a result of the theoretical analysis that reveals the psychological characteristics and nature of perceptions, of emotional perceptions and speech, we clarified and formulated the concept of "verbalization of emotional perceptions". In our opinion, the verbalization of emotional perceptions reflects the aggregate of emotional experience in speech, which is a speech indicator of the personality of a senior preschool aged child.
- The emergence and development of the emotion verbalization are determined by the ratio of emotional and cognitive development of the child. Formation of the word meanings denoting the emotional inner world of a child follows the same principles as development of vocabulary denoting the external world of objects and phenomena. In this regard, it is important to identify the child's perceptions of the emotional world by studying his/her verbal activity.
- The development of emotional perceptions in children of preschool age occurs in speech activity through the expression of knowledge about objects and phenomena, generalizations of their patterns.
- Analysis of the emergence and development of perceptions highlighted their basic features, allowing to determine the depth of knowledge, which are completeness, flexibility, accuracy, stability, mobility, adequacy, the capability to express the material in one's own words, to formulate definitions, explain, give arguments.
- After analysing the opinions of scientists about the formation patterns of perception and the emergence peculiarities of concepts, we found that the successful process of memorizing a word is possible if all three of its structural components are formed: subject relatedness, abstraction system and generalization (meaning), lexical functions and valences. Generalization requires an increase in the quantity and quality of signs, according to which a word can be assigned to a certain category.
- Psychologists and linguists have identified that mechanisms of verbal associations, opening access to the individual version of the language system and the picture of the world, reflect the experience and the cognitive space gained by the individual, and are a means of its expansion and verbalization.
- The seventh year of life is associated with the increasing complexity of children's activities and forms of communication with other people due to the acquisition of a new social status of the future schoolchild. Children of this age need to communicate that cannot always be satisfied. It results in a divergence between the desire to

communicate what they saw, to verbalize emotional experience and the inability to express it in different forms, to integrate knowledge in such a combination that would reveal and reflect fully the patterns of their acquisition.

- The insufficient development of the educational system, which allows forming emotional representations, indicates the need to continue the in-depth study of this phenomenon in psychological and pedagogical science.

Therefore, verbalization is a structural component of emotional perceptions and it defines the specific features, awareness, generalization of these perceptions, as well as the extent of children's capacity to use the meanings of emotions and emotional perceptions.

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