

Socio-communicative Development of Children of Early and Preschool Age in the Context of Subject-Environment Interactions*

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Abstract—A prerequisite for the social and communicative development of children of early and preschool age is the development of their communicative abilities, which allows them to participate in joint activities. Using the ecopsychological typology of subject-environmental interactions (V.I. Panov), the analysis of the ability of communicative interactions of early age children, as well as the basic models of parental behavior with children (A.A. Rean), was carried out. It is shown that the communicative interactions of early age children with adults, children, and toys depend on their importance for the child and vary from object-object and subject-object in the direction to subject-generating and subject-joint types of subject-environment interactions. Moreover, a necessary condition for such dynamics is the assistance of an adult in shaping the child's need for communication and joint actions. Further, it is shown that of the three models of parental behavior cited by A.A. Rean, only the first model ("authoritative parental control") contributes to the development of communicative interactions with the child, which have the character of joint actions.

Keywords—*social and communicative development; children of early and preschool age; ecopsychological typology of subject-environment interactions; communicative interactions; children; adults; models of parental behavior*

I. INTRODUCTION

The social and communicative development of children of early and preschool age is a prerequisite for the socialization of the child in the social environment and has a significant impact on his socialization in more adult age. The primary social environment for the development of social and communicative abilities, of course, is the family environment, children's and parent-child relationships.

The development of communicative abilities of children of early and preschool age in interactions with the social environment was considered by many researchers. These studies were devoted to the study of the genesis of communication and joint activities in early and preschool

years [1], the formation of the child's personality in communication [2], the characteristics and ways of developing communication skills of preschool children [3] [4].

At the same time, different authors agree that:

In the most general form, the preschooler's communicative abilities are understood to be his ability to consciously manage his behavior and speech in accordance with the goals of communication;

Development of communicative abilities of a preschooler and his personality occurs in interaction with adults and other children. This idea, formulated by L.S. Vygotskiy [5], is also confirmed in the works of modern, including foreign, specialists, one of those publications is called: "The interaction between teachers and children is the main mechanism by which children learn and develop"[6];

the necessary condition for the development of communicative abilities of children of early and preschool age is communication in joint activities, most often in play activities.

But can any communicative interaction be considered as communication?

There are dozens of definitions of what communication is. In this case, we will use the definition of communication given by M.I. Lisina: "Communication is the interaction of two (or more) people, aimed at coordination and combining their efforts in order to build relationships and achieve a common result" [7].

From this definition, it follows that the development of communication skills in communication requires not any interaction with adults or children, but one that is aimed: "to coordinate and combine their efforts in order to build relationships and achieve a common result", i.e. on joint action. Joint action (including play) differs from the individual in that, first, not less than two people are necessary for its implementation; secondly, the actions of these people should be subordinated to the achievement of a

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common goal for them, i.e. they must form a group subject of joint action.

Based on this, the question naturally arises as to what should be the communicative interactions between children and between children and parents in order to ensure their joint actions.

To answer this question, we use the ecopsychological typology of subject-environment interactions as a theoretical construct for analyzing the socio-communicative interactions of early age children and models of parental behavior in interactions with children.

II. ECOPSYCHOLOGICAL TYPOLOGY SUBJECT-ENVIRONMENT INTERACTIONS

The ecopsychological typology of subject-environment interactions is universal [8] and therefore can be applied, *inter alia*, to the analysis of communicative interactions in the child and family environment. It includes six basic types of subject-environment interactions, which, as applied to communicative interactions in the “child-family environment” relationship, are as follows:

The object-object type occurs in cases where the communicative interactions in the “child-family environment” system do not add up due to the fact that everyone “lives by itself” and does not have the desire to communicate with others;

The object-subject type of interaction is noted in those situations when the child plays the role of an object of communicative influences from other family members, obeying their requirements;

The subject-object type of interaction represents the opposite situation when the child takes an active, subject position in relation to other family members, subordinating their actions to their requirements;

The subject-subject interaction types are characteristic for situations where both the child and other family members representing the family environment take an active communicative attitude towards each other, which can lead to different types of their interactions:

- subject-detached type, when the communicative interaction between the child and the family member/s is aggressively acute in conflict, as a result of which the dialogue between them is unsuccessful, dead-end, everyone remains “in his opinion”. Therefore, it is not necessary to speak about their joint action;
- subject-joint type, when communicative interaction between the subjects of the family environment is subordinated to the achievement of a common goal, the fulfillment of a common task, etc. The impact of one dialogue participant on another is built here, taking into account the position and interests of another participant. However, it should be noted, in this case, it is precisely the combination of the subject positions of each of the interaction participants, but

without changing it, i.e. without changing their own subjectivity of each of them;

- subject-generating type assumes that the interaction leads to such a mutual change of the initial position (and in this sense of its own subjectivity) of each of the subjects of this interaction, which is necessary for finding and forming a single position of the participants of this interaction. It should be noted that the generation of subjectivity here goes through several stages, the most important of which are the formation of a group subject of joint action, and then the generation of updated subjectivity of each of its co-subjects after mastering and performing this action [9].

However, analysis of interpersonal (interindividual) communicative interactions showed that in addition to the listed basic types of subject-environment interactions, it is necessary to add a subject-incompatible type of interaction. This type of interaction characterizes a situation where one individual tries to communicate with another individual, but another avoids this communication.

III. SUBJECT-ENVIRONMENT INTERACTIONS AS A CONDITION OF DEVELOPMENT OF EARLY AGE CHILDREN

As it is known, the general mental development of early age children (1-3 years old) occurs through mastering various methods of objective activity by them and therefore most significantly depends on nature (type) of interaction with people around him as subjects of such activities. These interactions include the child's interactions with adults (parents and teachers), with other children (in the family and outside the family), with objects (toys, play, and learning tools) as subjects and components of the surrounding social environment. In all of these types of interactions, the child also acts as an object that receives influences from others, also as a subject of its activity, extending it to other people and objects around [10].

The research task was to provide a theoretical analysis of literature data in order to get an answer to the following questions:

- Whether it is possible to talk about the presence of communicative interactions of early age children (1-3 years) with their surrounding social environment, i.e. does the child have a social environment structuring or all its subjects (adults and children) are equivalent for him?
- Is it possible to apply a typology of ecopsychological influences to analyze the general mental development of early age children?
- What types of interactions are most typical for early age children in terms of their interaction and joint activities with other children and adults?

The analysis of literature data on the empirical features of the social development of early age children, presented in the works of M.I. Lisina [11], L.N. Galiguzova [12] and others, allowed to draw the following conclusions:

- the main components of the social environment, in interaction with which the mental development of early age children occurs, are adults (close and outsiders), other children (including their peers) and toys, as objectified ways of human activity;
- “in the eyes” of a young child, the social environment surrounding them is not subjectively homogeneous: children of this age clearly differentiate the distinction between children and relatives and outside adults representing this environment and, accordingly, differently structure their behavior with each of them [13].

In early age children, the greatest importance for the formation and satisfaction of their need for contact (interaction) with another causes the presence of an adult, then toys, and only after that another child. For the manifestation of social activity, children need the help of a close adult, or his presence and tacit consent. If the teacher offers the child to perform any substantive actions, then he performs these actions either together with a close adult or with his tacit consent and support, i.e. the subject-joint or subject-generating character of the interaction with a close adult is realized. At the same time, more than half of the children did not pay attention to the teacher’s actions (that is, an outsider adult), or avoided any contact with him in every way and resisted interaction with him, refusing to take a toy from his hands, etc. The child, as it were, separated himself from the activity of an extraneous adult (i.e. the teacher), erecting a kind of barrier between him and himself. In this sense, the interaction between a child and an outside adult is characterized by a subject-incompatible type of interaction [14].

In a real situation, the interaction of the child with an adult is dynamic, when one type of interaction is replaced by another type. First, the active influence of the child on an adult in order to attract attention and receive from him an assessment of his actions (subject-object and object-subject interaction types). Then an attempt to include an adult in joint action (subject-generating and subject-joint types of interaction);

The interactions of a child with peers at an early age are complex. This relationship is often characterized by a lack of sensitivity to the presence of another child (peer) and the characteristics of his behavior. So, more than a third of children do not pay attention to their peers, as if they are not there, which corresponds to the object-object type of interaction. Other children demonstrate their attitude to their peers as things: they pull their hair, drag them like a toy, etc., i.e. demonstrate the subject-object type of interaction [15]. About a third of children observe their peers, but they do not come into contact with them, which indicates a subject-object relationship to them (the child as a subject of perception, and his peer as an object of perception). To make a child need to interact with a peer, it is necessary to establish their interaction with each other. In this case, the help of an adult is needed to organize joint actions of the child with a peer, which requires the implementation of the

subject-joint or subject-generating types of interaction between them.

As a result of the study, it was established that the attitude of early age children to the social environment is determined by the personal significance that surrounding adults, other children, and toys have for this child. Depending on the indicated significance, subject-environment interactions of the child may be of different types. Moreover, as the child develops, the types of such interaction will change in the direction from the object-object and subject-object towards the subject-generating and subject-joint. A necessary condition for such dynamics of interaction types is the assistance of an adult in shaping the child’s need for communication and joint actions.

IV. MODELS OF PARENTAL BEHAVIOR WITH CHILDREN FROM THE POSITION OF SUBJECT-ENVIRONMENT INTERACTIONS

Using the above types of subject-environment interactions, one considers models of parental behavior based on the materials of A. A. Rean [16]. This author notes that socialization in the family is for the child the most important factor in his psychological development because It is in the family that the child receives the first experience of social interaction, which is then transferred to situations of interaction with other people in kindergarten, at school and outside of school. The negative experience accumulated by a child in a family relationship is one of the most important reasons for disharmonious development, accentuation and deviance of personality traits and behavior in adulthood [17].

The acquisition of social experience of the child’s interaction with others occurs in the process of direct communication with family members (children and adults), as well as during the observation of how other family members behave among themselves (the so-called vicarious teaching).

Deformation of the family environment is important: structural deformity (single-parent families) and psychological deformation, manifested in violation of the system of interpersonal relations and values, which leads to various personal deformations of the development of children and adolescents from social infantilism to asocial and delinquent behavior [18].

Noting that a lot of research has been devoted to these issues, A.A. Rean uses D. Baumrind’s research to analyze the styles of parental interaction with children. According to the results of this study, three groups of children were identified, representing three models of their personal development and three corresponding to the model of parental behavior towards children:

The first group (model I) consisted of children with a high level of independence, maturity, self-confidence, activity, restraint, curiosity, friendliness and ability to understand the environment;

The second group (model II) was presented by insufficiently self-confident, withdrawn and distrustful children;

The third group (model III) included the most insecure children, who showed no curiosity, did not have the ability to restrain themselves.

As factors of family influence on the development of a child's personality, four parameters of parental behavior towards a child were considered:

Control: when parents actively try to influence the child's behavior, trying to subordinate them to their requirements.

The requirement of maturity: when parents force the child to behave at the limit of his mental abilities, at a high social and emotional level.

Communication: when, in order to get their child (concessions, for example), parents use conviction, find out his opinion, attitude, etc.

Friendliness: when parents show interest in the child, praise him, rejoice in his success, show warmth, love, care, compassion for him.

Let us comment on the models of behavior of parents towards their children identified in this study from the point of view of the ecopsychological typology of subject-environment interactions:

Model I of parental behavior was designated as the model of authoritative parental control. Parents who scored the most points on all four signs were assigned to it. These parents, who showed a warm, gentle and friendly attitude towards their children, communicated with them a lot. By controlling their children, these parents demanded conscious behavior from them. Listening to the views of children and respecting their independence, these parents nevertheless adhered to their rules, clearly explaining to the child the motives of their demands on him and while supporting the child's desire to be independent and independent.

Here we are dealing with a clearly active (subjective) position of parents, but supporting their own activity (subjective position) of their children and focused on respecting and accepting the interests of both sides of the interaction and achieving a joint result. From the point of view of the typology of ecopsychological interactions, this corresponds to the subject-joint type of interaction [19].

Model II of parental behavior was designated as a power model. Parents who implement this model of attitude towards their children are characterized by the fact that they rely more on the severity, of the use of punishment. They communicate less with their children, they communicate less warmth, less sympathy, and understanding. At the same time, they are characterized by children's control, the use of their power, not paying attention to the child's own opinion.

It is easy to see that this model of parental behavior is built on a subject-object type of interaction, when the parent takes a tough subject position in relation to a child who is

considered as an object of parental power, requiring unconditional obedience to parental requirements.

Model III of parental behavior is called indulgent. It is characterized by a condescending, undemanding attitude towards their children. As a rule, these parents themselves were distinguished by a lack of organization, poorly adjusted life. They rarely made comments to their children, rarely encouraged them, did not raise a sense of independence and self-confidence in the child.

Since within the framework of this model, the interaction between parents and children is poorly established (everyone lives by itself), then the interaction in such a family should be attributed to the subject-detached type.

V. CONCLUSION

A prerequisite for the social and communicative development of children of early and preschool age is the development of their communication skills, which allows them to participate in joint activities. Using the ecopsychological typology of subject-environmental interactions (V.I. Panov), the analysis of the ability of communicative interactions of early age children, as well as the basic models of parental behavior with children (A.A. Rean), was carried out. It is shown that the communicative interactions of early age children with adults, children, and toys depend on their importance for the child and vary from object-object and subject-object in the direction to subject-generating and subject-joint types of subject-environment interactions. Moreover, a necessary condition for such dynamics is the assistance of an adult in shaping the child's need for communication and joint actions. But there are situations when a child refuses to participate in joint activities with an adult. In this case, the communicative interaction between an adult and a child is characterized by a subject-incompatible type of interaction, which requires an adult to change the way he communicates with this child.

Further, it is shown that of the three models of parental behavior cited by A.A. Rean, only the first model ("authoritative parental control") contributes to the development of communicative interactions with the child, which have the character of joint actions.

Therefore, in family psychological counseling, one should pay attention to the need for parents to have a reflective attitude towards their own subject position and children's subjectivity in the process of communicating with them.

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