

# Pedagogical conditions for forming in children respect for surroundings

## Condiciones pedagógicas para formar en niños respeto por el entorno

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### Abstract

The article reveals the concept of "respect for surroundings", in which a special place is taken by respect for elders. Using different research methods (scientific literature analysis, questionnaire, observation, interview), the authors concluded that it was necessary to organize pedagogical conditions, which include: formation of ideas of children about the importance of respect for others; developing skills and habits such relationship; formation of socially significant feelings and motives, skills, respectful behavior.

**key words:** children, respect for surroundings, pedagogical conditions

### Resumen

El artículo revela el concepto del « respeto por el entorno», en que un lugar especial es tomado por el respeto a mayores. Usando métodos de investigación diferentes (análisis de literatura científico, cuestionario, observación, entrevista), los autores concluyeron que era necesario organizar condiciones pedagógicas, que incluyen: formación de ideas de niños sobre la importancia de respeto a otros; el desarrollo de habilidades y hábitos tal relación; formación de sentimientos socialmente significativos y motivos, habilidades, comportamiento respetuoso.

**Palabras clave:** niños, respeto por el entorno, condiciones pedagógicas

## 1. Introduction

The family is a unique subsystem of the state, capable of successfully performing specific functions in the reproduction of the population and the socialization of new generations. It is for these reasons that the task of studying the family as a social system, as well as relations between the family and the state, and the conceptual foundations of state family policy is becoming relevant. Certainly, the family plays an extremely important role in the formation and development of the child's personality, since the child from the very first moments of life develops as a social being. In view of this, parents automatically acquire the status of very important figures to

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the child, since his / her physical life in the most literal sense of the word depends on them; in the future, the need for their approval and love becomes of paramount importance to him / her. In relations with parents, the child requires and improves interpersonal skills, behavioral skills, sex-role behavior patterns and much more. Parental attitude to the child is one of the most important aspects of interpersonal relationships in the family and has a direct impact on the formation of a respectful attitude of the child to adults.

Respectful attitude of children to surroundings is one of the most important tasks of modern pedagogy. It is formed from preschool age under the influence of traditions and family relationships based on a direct example of senior family members, as well as with the appropriate organization of the child's activities, ensuring his / her "exercise" in the right acts and actions. A stable respectful attitude towards adults is formed in children when the targeted pedagogical interaction of teachers with them in preschool educational institutions is harmoniously combined with progressive family traditions. The formation of this relationship directly depends on the nature of the relationship between adults and children, both at home, in the family, and in society.

### **1.1. Forming a respectful attitude of children to surroundings**

Respect for a person is considered by ethics as one of the most important principles of morality, in which the dignity of a person's personality is practically recognized (Azarov, 2011; Donina, Salikhova, 2019; Glazkova, 2014; Grebennikov, 2008; Kolominsky, 2015).

In pedagogical theory and practice, various aspects of the formation of a respectful attitude of children to elders have been studied quite comprehensively. However, the content of the concept of "respect for elders" has not been determined and theoretically substantiated, the forms of organizing systemic work with children in a child care institution have not been disclosed, and the originality of family life and its influence on the formation of respect for elders in preschool children have not been reflected yet. The possibility of transferring the positive experience of the family to developing a respectful attitude towards adults in a preschool institution has not been studied either. At the same time, the relevance of the issues we are studying is increasing, which allows us to conclude that it is necessary to identify and implement pedagogical conditions that can increase the effectiveness of the formation of respectful attitude towards adults in children in the changing conditions of modern society.

The study of numerous researches allows us to conclude that *a respectful attitude to a person is a complex personal education that includes in its structure feelings, skills, moral representations, strong-willed skills, etc.* (Aryabkina., Bogomolova, 2019; Bozhovich, 2008; Kozlova, Kulikova, 2013). It is important in the process of education, first of all, to form in children the skills of a respectful attitude to surroundings.

The analysis of studies in the field of family education (M.I. Bogomolova; 2015; T.N. Dronova, 2012; Khachatryan, 2014; Kozlova, Kulikova, 2013; D.V. Vinnescott, 2009) shows that the nature of a respectful attitude to elders in a child, first of all, is determined by the style of relations between parents in the family, its elder and younger members, the home atmosphere, the prevailing customs and traditions.

The practice of working in kindergarten indicates that teachers are not always able to develop skills in respect for people. These skills are often found, for example, in older preschool children only in strictly defined conditions, only in relation to close people, when reminding the norm of behavior. The main reason for the pedagogical failures of adults in the context of the problem we are studying is that they do not organize the necessary pedagogical conditions that ensure the effective formation of children's skills of respect for people.

From the point of view of developmental psychology, the main features of an older preschool child (a six-year-old kid) are:

- a) he / she can arbitrarily control his / her behavior, as well as processes of attention and remembering, emotional reactions);
- b) in any type of activity, he / she is able to go beyond the immediate situation, to realize the time perspective, at the same time to keep in consciousness a chain of interrelated events or different states of a substance or a process;
- c) in different life situations, he / she uses imagination sufficiently developed by this age (Kulikova, 2009).

Factors that affect the child's mental development are the features of the parental attitude to the child (cruel, strict), authoritarian parenting, lack of emotional contact with the child, limited communication with him / her, ignorance of age and individual characteristics of the child.

Theoretical research of the problem considered in this article allowed us to identify the main components that characterize the respectful attitude of children to elders. These include:

- awareness of the need for respect for elders by children;
- assimilation of social motives that provide a positive attitude to close people and surrounding adults in general in different situations;
- possession of the skills and habits of a respectful attitude;
- emotionally positive attitude towards elders.

To sum up, *a respectful attitude of children to surroundings is a complex education that affects the sensory environment of the child, the area of his / her consciousness and behavior*. It is formed in the communication of children with adults, in their daily life and activities in a preschool institution and in the family and is based on the accumulation by children of the necessary positive communicative experience, which is directly related to the concepts of "family roles", "status", "family microclimate", "relationship style".

The style of attitudes of adults to the child not only affects the formation and the tendency to form a certain style of children's behavior, but also forms the mental health of children.

The set of social roles is very large, and at each moment of time a person is in one or another role, often performing several roles simultaneously. That is why it is important to define the concepts of "role" and "status". *Status is a position* taken by a person in society and in the family. *A role is a model of his / her behavior*, a way of interaction used in relationships. *The status* is a person's position, and *the role* is a model of behavior in accordance with the status (Vinnescott, 2009).

The value of the emotional component of family relations is very large: it has a direct impact on the value orientations of each family member (including a preschool child) and determines the overall success of family life. In turn, the success of family life or its disadvantage affects both the psyche and the status of the child.

Intra-family processes can act both as a positive and as a negative factor in the formation of a child's personality and in determining the role that he / she plays in the family.

The role of the child in the family is determined by the life scenario that a particular family has chosen, his / her relationship with parents. Communication between parents and children is based on certain principles, which, in turn, depend on the parenting style that defines the family microclimate.

*The microclimate in the family* is a kind of system of relations that has developed between its members. The combination of the individual characteristics of family members with its structural and functional parameters is formed into a complex characteristic – *family status* (Kovalev, 2018).

In a regular family, the child is given roles that are not given to children in "difficult" families. These are the roles of an assistant, an equal participant in the conversation, an interesting person (thinking, fantasizing, drawing, constructing, etc.), a decent person, and even an adviser. It doesn't matter if the child is right in making this or that argument – adults always have counterarguments. It is important that he / she forms three most important feelings: community with family, personal responsibility to others and pride in his participation in family life. *It is when the child does not become attached to any of the family roles, does not have a permanent role and status, but is himself / herself, that he / she involuntarily and naturally fulfills the role and the status in the family that performs the functions of maintaining a positive microclimate in the family. It is in this case that a child develops a respectful attitude towards surroundings.*

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## 2. Methodology

The subject of this study are: the role-playing status of a preschooler in the family and family education, the study of the process of forming a respectful attitude to others in the family and in preschool education.

The study involved 100 preschool children over the age of five and their parents. The study was conducted on the basis of three municipal pre-school educational institutions in the city of Ulyanovsk.

We used theoretical and empirical (practical) methods of research to solve the problems set in our study. Theoretical methods (study of pedagogical, methodical, psychological, philosophical and special literature on the theory and practice of family education; analysis of various recommendations on family education and practice of preschool educational organizations) have revealed the essence of the concepts of "role status of preschooler," "microclimate in the family," "psychological climate in the family," "development of respect for surroundings."

At the empirical level, the study focused on targeted monitoring of older preschool children in the family and in the pre-school educational organization. Surveys, observations and conversations with children have made it possible to record the child's attitude towards elders in various types of work and learning activities and games. The role and status of each child in the family, the level of respect for the younger ones to the elders were revealed by conducting individual and group conversations with children on the topics: "What does it mean to respect the elders?" "How do you congratulate your mother on the holiday of March 8?" and others.

Conversations with teachers, parents and other family members helped to clarify the nature of the child's interaction with and attitudes towards adults. The parents' questionnaire provided questions about how their children treated the elders in the family and outside the family; whether children often help adults in everyday activities, whether children experience aggression in their relationship with their family members, and what style of parenting parents choose in relation to their children.

Analysis of the plans of teachers, reports, diary entries about working with parents allowed to see the peculiarities of the development of respect for adults in children, the role of the child in the family, as well as the methods and content of this work.

The authors of this article organized experimental work in three preschool educational institutions in Ulyanovsk and children's families, during which various methods of forming respect for older preschoolers over five years. One of the leading methods was the "Game of Family" training exercises, which created different situations of everyday life, focused on why it is necessary to pay attention to the elders in the family and treat them with respect.

The formation of respectful attitude of children to others also contributed to role-playing games, the content of which required about preschoolers displays of respect for the people around them ("shop - buyers - sellers," "hospital - doctors - patients," "driver - passengers" etc.).

It is known that the norms of relationships between people are assimilated by children through specific rules. When familiarizing the children with each of them, they were explained its content, which was assimilated during ethical conversations ("Respect the elders", "It is necessary to help the elders", "Always help, do not wait to be asked for your help", etc.), observations on the nature of the relationship between people in the process of diverse activities.

To expand the notions of respect for elders in children and the essence of human relations, works of fiction were used (V. Oseeva "Just an old woman", "Grandma" (excerpt), A. Dorokhov "Be nice"), pictures. Influencing the feelings of children, they simultaneously aroused their desire to imitate the positive actions of the heroes.

Equally important during the pilot study phase was working with parents of preschoolers, which included individual and group conversations, parent meetings, which discussed various aspects of family relationships.

### 3. Results

The results showed that understanding the essence of children respect for surroundings around them varies and depends on the behavior of others and knowledge gained in preschool and the family, on the customs and traditions existing in the family. The meaning of respect for others is clear to many children: respect means to be obedient, to fulfill the requirements of adults, to help them, to observe the rules of behavior, to be kind, executive, etc. However, these ideas are not always conscious. This is evidenced by the children's answers to questions and their reasoning about the real or fictional act of a person, his assessment. The expressions of respect for older children should be judged by the specific actions of preschoolers.

The analysis of the results indicated that preschool children are capable of showing respect for surroundings. Most often, these manifestations are found in relation to close people (parents, teachers, nannies), in usual conditions (in the family, in the kindergarten). It should be noted that the manifestations of a respectful attitude are unstable (are manifested in some conditions but are not manifested in others).

Visits to children's families showed that adults themselves often gave cause for disrespecting children to them. Adults did not always use the right tone in conversations with each other, strangers and children. Characteristic facts of disrespectful attitude of adults to children: rudeness, team tone, neglect of others, lack of sensitivity, malevolence, tactlessness, swagger and use of rude words. All this first insulted and oppressed children, and then demoralized. As a result, children in such families gradually assimilated the negative form of relations between people as a norm of behavior and began to be guided by it in communication with others.

The data on the level of formation in preschoolers respect for surroundings (based on the analysis of conversations with children and adults around them, observation of children's behavior) are presented in Table 1.

**Table 1**  
Initial Level of Respect for Surroundings in Children (%)

Total number of children	Levels of Respect for Surroundings in Children		
	Group I (high level)	Group II (middle level)	Group III (low level)
100	19	70	11

*Group I (19%).* Children generally understood what it meant to respect their elders, but that understanding was incomplete. There was no noticeable gap in preschool children between knowledge and practical expressions of respect for their elders. These manifestations were relatively stable, albeit with a lack of awareness or independence. There was no transfer of actions in the new conditions: children showed respect to loved ones only in familiar situations.

*Group II (70%).* The concepts of respect for elders in children of this group were elementary, that is, they did not concern essential, but external, formal signs of "respect" (mainly politeness). Therefore, the children themselves showed respect only if the adult directly suggested a specific form of action.

*Group III (11%).* The children had no idea of respect for their elders. There was confusion over concepts such as "respect" and "body and clothing hygiene." Children did respectful things only under the influence of authoritative demands of an adult close to them.

The materials of the ascertaining stage of the experimental research showed that 70% children of 6-7 years old are already able to give examples from their own behavior and the behavior of other people, in which, in their opinion, there is a respectful attitude towards others, or, on the contrary, where it is absent. However, this differentiation is not observed in 43% children. We have noticed that the simple implementation of the instructions of adult preschoolers of group III is evaluated as a show of respect.

Our study has shown that parents have different approaches to the formation of respect for surroundings in their children.

On the basis of individual and group conversations and questionnaires, we have conditionally identified 5 groups of parents in accordance with their attitude to the solving of this important educational problem (Table 2).

**Table 2**  
Characteristics of Parents in Relation to Forming Respect  
for Surroundings in Children (initial stage of the experiment)

Groups	Parents Categories (%)	Characteristics of Parents in Relation to Forming Respect for Surroundings in Children
I	Parents who purposefully bring up respectful attitude to elders in children (12%)	Positive
II	Parents who, by virtue of traditions in the family and the uniqueness of the nature of the relationship, seek to develop respect for elders (13%)	Positive
III	Parents who consider this task of upbringing secondary. They put in the forefront the teaching of accuracy, diligence, and responsibility in children (26%)	Indifferent
IV	Parents who understand this task, but do not know how to implement it (30%)	Show interest
V	Parents who do not consider this task important or necessary (19%)	Negative

The initial stage of the study allowed us to conclude that for the successful formation of a respectful attitude of children to their elders, different approaches to solving this problem in communication with their parents are necessary.

We found it necessary to support the positive experiences of parents from Groups I and II (Table 2) and to make it the domain of parents from other groups. To do this, these parents were given the opportunity to share their experiences of upbringing at parent meetings and in joint cultural and creative activities.

In working with the parents of the third group it was important to use other methods of work: these parents were offered to watch movies with subsequent discussion, to familiarize themselves with pedagogical literature on the problem stated by us. This made it possible to convince parents that in communication with children it is important to pay attention to the formation of their not only diligence, accuracy and performance, but also respect for reality.

*The fourth group of parents* needed to provide special assistance in all their pedagogical endeavors (tips, discussions, family visits, practical help).

Working with *the fifth group of parents* was much more difficult. First of all, we tried to find a reason for rapprochement with parents, tried to arouse their interest in their own children, in public education and interaction with preschool institutions.

The expansion of children's ideas about the human essence of respect for a person contributed to the formation of their awareness of the importance and necessity of its manifestation, helped to transfer respectful acts to a wider circle of adults, to connect external manifestations of respect with an internal, friendly attitude towards people. Children began to take care of others and help them more often.

The evaluation of the actual results of the experimental work was carried out by identifying the stability of the skills of respectful attitude of preschool children to their elders. In the course of observations, we paid attention to the following indicators: specific actions of children expressing respect for their elders; objective, evaluative, emotional attitude of children to the behavior of their peers (active influence on peers who show disrespect for their elders).

The analysis of the control data at the end of the experimental work allowed us to conclude that out of 100 children, eleven preschoolers learned to distinguish 2-3 components of respect for adults; 87 children – all the components. Only two children associated ideas of respectful attitude solely with external manifestations of respect (their parents hardly made contact with teachers in the context of the problem being studied). In general, the organized work with children yielded positive results. The number of negative manifestations (in relation to elders) in children reduced significantly. They were found mainly in children with an egoistic orientation, due to the specifics of family education. To educate these children in a respectful attitude towards elders, simultaneous work to level their negative traits that interfere with a positive solution to this issue is needed.

Table 3 gives an idea of the levels of children's respectful attitude to elders, which were achieved by the end of the experiment.

**Table 3**  
Comparative Table of the Levels of Manifestation of Respect for Surroundings  
by Children (Data from the Ascertaining and Control Stages of the Experiment) (%)

Total number of children (100)	Levels of respect for surrounding people		
	Group I (high level)	Group II (middle level)	Group III (low level)
At the beginning of the experimental work	19	70	11
At the end of the experimental work	87	11	2

Of course, these results are directly related to changes in the attitude of some parents to the problem of forming children's respect for surroundings (Table 4).

**Table 4**  
 Characteristics of Parents in Relation to Forming Respect for Surroundings in Children (initial stage of the experiment)

Groups	Parents Categories	Number of parents		Characteristics of Parents in Relation to Forming Respect for Surroundings in Children
		Start of the experiment (%)	End of the experiment (%)	
I	Parents who purposefully bring up respectful attitude to elders in children	12	14	Positive
II	Parents who, by virtue of traditions in the family and the uniqueness of the nature of the relationship, seek to develop respect for elders	13	48	Positive
III	Parents who consider this task of upbringing secondary. They put in the forefront the teaching of accuracy, diligence, and responsibility in children (26%)	26	10	Indifferent
IV	Parents who understand this task, but do not know how to implement it (30%)	30	20	Show interest
V	Parents who do not consider this task important or necessary (19%)	19	8	Negative

#### 4. Conclusions

To sum up, the atmosphere of the family and the whole family lifestyle have an extremely important impact on the well-being of the relationship between children and surrounding people. Parents make up the child's first social environment. The personality of each of the parents plays a significant role in human life. It is no coincidence that we turn mentally to our parents, especially to mothers, in a difficult moment of life. The specificity of feelings that arise between children and parents is determined mainly by the fact that parental care is necessary to maintain the life of the child. The response that is brought up in children is respect for adults in the family. This attitude in a child is formed on the basis of a feeling of love for close ones, a feeling of their own emotional well-being, based on care from elders.

The study showed that preschool children express their respect for elders: in the desire and ability to fulfill willingly any adult's assignment at the first request; in an effort to show elementary caring, attention, respectfulness towards elders (not to interfere in the conversation, not to scream, to raise a fallen thing, to offer place to an adult, to give way, etc.). A respectful attitude is also characterized by external manifestations expressed in gestures, actions, facial expressions, speech (the ability to politely address an adult with a request, be restrained when talking with adults, etc.).

The family plays an important role in forming a respectful attitude towards elders in preschoolers. A family with the inherent emotional atmosphere of relations between its younger and older members, the younger generation and the elder one (grandparents) creates a certain "climate" of relations, promotes the development of natural love not only for close people, but also the formation of human relations to them. The way to develop this relationship lies in a sense of attachment to close people and the assimilation of ideas about their activities, position in society, to the formation of a conscious, real, active attitude towards adults in general.



The formation of a respectful attitude to elders can be a successful process when the work begins in the family and finds support and continuation in a preschool educational institution. The whole way of life of a preschool institution must ensure systematic work in this direction. In special classes (ethical conversations, reading works of fiction, observing the positive manifestations of the relationship), children need to purposefully form and consolidate the necessary ideas and feelings. By organizing labor activities, games, daily life of children in the kindergarten, the teacher has an opportunity to exercise them in the necessary actions, the right acts, to form skills and habits of respect for elders.

The work presented by us indicated that the most favorable pedagogical conditions for forming a respect for surroundings were:

- formation of ideas of children about the importance of respect for others;
- developing skills and habits such relationship;
- formation of socially significant feelings and motives, skills, respectful behavior.

Important methods in organizing work with children are ethical conversations that allow to assimilate norms of a benevolent, caring attitude towards people, as well as the use of practical situations specially created by the teacher aimed at deepening the mastery of skills and habits of respect for elders. Awareness of human acts helps assessment and self-esteem of children. It provides the education of motives for caring, attention to people and relevant feelings.

The revealing of the dependence of upbringing in children respect for elders on the attitude of parents to this issue convinces us of the need for a differentiated approach to this ethically difficult issue on the part of the teacher.

In some families, the teacher supports these initiatives of parents, suggests ways to further improve the work, in others he / she acts as an assistant, arouses parents' interest in educational issues, shows and advises how to achieve success in this direction.

In forming respect for others in children, positive successes are achieved through active interaction not only with preschoolers in preschool educational institutions, but also with their parents. The work should be conducted in the context of improving the personal qualities of mothers, fathers, awareness of personal examples and those human feelings that they can show to others.

Reliance on positive family traditions makes it possible to organize pedagogical work in a preschool institution, in order to educate and deepen the feeling of gratitude to the older generation, which should be considered as the highest form of manifestation of a person's respectful attitude to surroundings.

In this way, our study made it possible for the first time to show experimentally how, through the joint efforts of the family and a preschool institution, it is possible to develop in children a respectful attitude to elders and theoretically substantiate the main directions of the organization of this work.

The first direction is the use of progressive family traditions, which allow involving children from an early age in observing and fulfilling the norms of respectful relationships with adults.

The second direction is the organization of conditions for the interaction of children with surrounding people, providing a systematic exercise in respectful acts and actions.

The conducted study allowed us to specify the concepts of "pedagogical conditions", "the role and the status of a preschool child in the family", "respect for elders in children", to make appropriate corrections and give

practical recommendations for the organization of educational work in the family and in preschool educational organizations.

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