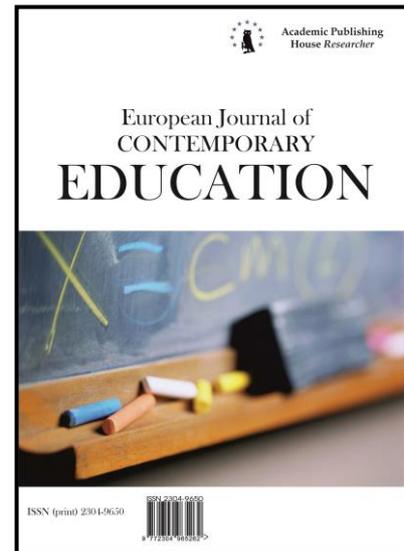




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## Corrective-Developmental Work with Children and Their Parents via a College-Based Research-and-Education Center as a Means of Enhancing the Child's Emotional Well-Being

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### Abstract

This paper captures insights from a recent study about the effect of corrective-developmental work with preschool-age children and their parents on the child's emotional well-being and anxiety levels and its benefits in terms of an improved emotional microclimate in the family. The authors share the findings from a diagnostic assessment of the emotional state and anxiety levels of six and seven-year-olds attending Coryphaeus, a research-and-education center operating as part of Sochi State University (Sochi, Russia). The paper describes a special program on corrective-developmental work with children and counseling work with their parents that is being carried into effect at the center by students at the university's Department of Social Pedagogics, which is entitled 'Preparation for School'. The authors conclude that corrective-developmental work with children conducted by senior students majoring in Pedagogics can help improve children's emotional well-being and reduce their anxiety levels, which is crucial to their readiness for school.

**Keywords:** college-based research-and-education center, preparation of children for school via a college-based research-and-education center, Coryphaeus research-and-education center operating as part of Sochi State University, child's emotional well-being, anxiety index, corrective-developmental program, emotional responsiveness in children and adults, emotional microclimate in a family.

### 1. Introduction

Given the current state of affairs regarding preschool childhood in Russia (shortage of places in kindergartens, increase in the number of housewives who are raising a child on their own, increase in the number of troubled families, increase in the number of children with speech, mental, and emotional disorders, including retarded mental development, autism, and

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hyperactivity and attention deficit, many preschoolers lacking real-life communication with their peers and parents as a result of being habituated early on to TV shows, cartoons, computer games, etc.), of special relevance today is the need to conduct special corrective-developmental work with children to help them get ready for school.

In today's climate of insufficient places in kindergartens and inability to devote individual attention to the psychological and emotional problems of each child and family in the context of school preparation activity in the kindergarten, including within short-term day care groups, of relevance is the search for innovative ways of preparing a child for school. A possible option is corrective-developmental classes for children at college-based research-and-education centers focused on the psychological-pedagogical and pedagogical aspects of preparation. Having senior students hold this type of classes may provide an additional boon to both participating children and their parents (e.g., relatively low cost; the child being taught by a young instructor, someone who is likely to be devoid of professional-pedagogical deformations such as self-idealization, a know-all attitude, a tendency to look down on children, or excessive strictness; a better focus on individual development, which could help resolve the problems of individual children and their family; this can open a way to increased creativity and courage, so typical of those in their college years, which can help them generate and implement various innovative techniques and methods for working with children) *and* colleges (opportunity to provide students with valuable practical teaching experience).

In 2016, to help galvanize the process of training future pedagogues and psychologist pedagogues, as well as promote the contribution of backbone colleges to resolving relevant social objectives, Krasnodar Krai's backbone college, Sochi State University, set up Coryphaeus, a research-and-education center for children and adolescents. The center is a functional unit within the university's Office of Research. Via this research-and-education center, senior students at the university's Department of Social Pedagogics are mentored by instructors at the Department of Pedagogical and Psychological-Pedagogical Education to provide a range of educational, social, and psychological-pedagogical services to children of preschool and junior school age and adolescents. These services are provided via the following supplementary education programs for children: Preparation for School; English for Schoolchildren; Logopaedics; Psychology Sessions; Homework Assistance; Fitness Workouts for Adolescents. Students are trained for the provision of these services while undergoing academic and on-the-job practical training at the center. The cost of enrolling in the supplementary education programs is not very high, as these services are provided by students. These services could be of particular benefit to low-income families and families in a difficult life situation, as well as the children of personnel employed by the institution.

This paper aims to describe a study conducted at the Coryphaeus research-and-education center as part of a supplementary education program for children entitled 'Preparation for School'. The objective was to verify experimentally how the center's corrective-developmental classes and individual counseling of parents offered as part of the above program influence a child's emotional well-being and anxiety levels and impact on the emotional climate in their family.

## **2. Discussion**

Most parents wrongly reduce preparation of their children for school to just teaching them to read and write. However, in present-day conditions it is also rather crucial to foster children's personal readiness for it, which, among other things, implies developing their emotional sphere, cultivating their emotional resilience, fostering their capacity for volitional regulation of their behavior, and nurturing a sense of responsibility in them.

Today, children are often faced with stressful situations, which may be reflected negatively in their behavior, resulting in psychological breakdowns and anxiety ([Shapoval et al., 2004](#)).

It has been established by numerous researchers that there is a close tie between emotional balance and physical health, with positive emotional states regarded as one of the essential conditions for development ([Kulagina, Kolyutskii, 2004](#); [Leont'ev, 1972](#)).

A child's personal development is closely associated with all areas of life in the family, including its daily lifestyle, its emotional-moral atmosphere, the interrelationships between its adult members, and its established traditions ([Lashley, 1991](#)). The adults lead the child by example, based on how they go about their own life. Accordingly, most parents educate their children and organize their life based, above all, on educating themselves, organizing life in the family, and

cultivating morally healthy and emotionally sound relationships between the family members, with a focus on fostering an emotionally healthy microclimate within the family. The family's microclimate is what largely governs the child's success at school and the teacher's success in providing instruction to the child, for children are more amenable to educative influence when they are growing up in an atmosphere of friendliness and mutual understanding. Calm and levelheaded parents are likely to impart the same qualities to their children. Likewise, when parents, for instance, have a sense of fear about something and are unable to conceal it, this may promote apprehension and restraint in their children and a desire to seek oblivion.

In the context of preschoolers' emotional well-being and emotional resilience, worthy of note also is that most have at that age a tendency to imitate others' behavior. This characteristic is, certainly, a boon in cases where the adult sets a positive example for the child. However, it could also work the other way – if the adult does something negative.

Issues of cultivating in children a personal readiness for school and fostering their emotional well-being and emotional resilience, which is central to that, have been explored by a number of Russian and foreign scholars. These include Russian scholars K.A. Abul'khanova-Slavskaya, B.G. Anan'ev, A.G. Asmolov, L.S. Vygotskii, A.N. Leont'ev, S.L. Rubinstein, and other researchers focused on the psychology of communication and activity. Children's emotional well-being within the family and school setting has drawn a large amount of attention in psychological-pedagogical research (Izard, 1980). This is a consequence of pedagogical practice both shifting to a humanistic approach toward children and being increasingly oriented toward the personality and individuality of every child. The issue has been investigated by D.B. El'konin, L.S. Vygotskii, N.V. Klyueva, Yu.V. Kasatkina, G.T. Chomentauskas, V.K. Viliunas, S.L. Rubinstein, V.E. Frankl, B. Spinoza, and others (Nemov, 1995).

The various tendencies and factors pertaining to the emotional well-being of children and adolescents have been investigated by scholar A. Choi (Choi, 2018).

Psychologists have explored the effect on a preschooler's emotional well-being and emotional resilience of the various personal and family factors, like the relationship between the mother and father (Amato, 1994), the mother's relationship with another man (Artis, 2007), or the child's stressful experiences (Barnes, 2016). Certain researchers have proposed special ways to prevent anxiety in junior schoolchildren (Barrett, Turner, 2001).

Issues related to children's mental health have been explored in the 21<sup>st</sup> century by scholar W. Bor (Bor et al., 2014).

There are various programs on fostering children's social-emotional readiness for school that have been developed by groups of foreign researchers (Bierman et al., 2008).

The current stage in the development of scholarly thought is characterized by a clear-cut trend toward the humanization of life, which implies recognizing the life and well-being of every human being as the supreme social value. In this context, there is a special focus on a system of human relationships under which each person has a right to defend their interests or stand up for their views, but at the same time will respect the rights and views of other people and will try not to do things that could compromise their honor and dignity. Depending on which view he/she personally holds (embrace or reject a humanistic approach toward people), each person follows their own guidelines of behavior for interacting with others. Ultimately, for their relationships to be mutually acceptive and fulfilling, people will need to cultivate qualities such as kindness, consideration, uprightness, politeness, responsiveness, etc.

## **2. Materials and methods**

The study was carried out via the Coryphaeus research-and-education center, based at Sochi State University, during the 2018-2019 school year. It engaged 16 children of preschool age (five- and six-year-olds) and their parents (16 individuals). The reason behind using a small sample in the study was that it was for the first time ever that they combined at Coryphaeus traditional classes for preparing children for school (Reading and Writing, Math, Handicraft, and English) with a corrective-developmental program (work with children and parents). As it was a pilot test project, a small sample (16 individuals) was used so as not to put a large number of children at risk. The sample also met the requirements regarding the optimum number of children to attend the corrective-developmental classes and the attendance capacity of the building housing the Coryphaeus research-and-education center. The sample size will be increased in a future study.

The study's **first stage** involved a summative experiment. The objective was to determine the baseline levels of a child's emotional well-being (high, neutral, and low) and anxiety (high, medium, and low).

The diagnostic assessment was conducted using the following methodologies:

1) To assess a child's emotional well-being, the authors employed A.N. Lutoshkin's Emotions Through Color methodology (described in detail in Psychological Research, a study guide by T.I. Pashukova, A.I. Dopina, and G.V. D'yakonov) (Pashukova et al., 1996). The methodology was used to determine a child's mood based on the color they chose:

- red, orange – joy;
- yellow – pleasure;
- green – calm;
- blue – sadness;
- lilac, black – anxiety.

2) To assess a child's anxiety levels, the authors employed R. Temple, M. Dorkey, and E.W. Amen's Select a Face methodology.

3) To assess the emotional climate in a family, the authors employed E.I. Zakharova's Parent-and-Child Emotional Interaction Checklist.

The study's **second stage** involved putting into action, via the Coryphaeus research-and-education center, a program entitled 'Corrective-Developmental Work on Fostering in Children a Positive Emotional State and Reducing Their Anxiety Levels'.

The program included corrective classes for children and individual counseling work with parents. The authors had developed a series of consultations, a set of methodological recommendations for parents, and several joint training classes.

The corrective-developmental classes with children and work with parents were carried out based on a supplementary education program entitled 'Preparation for School'. The classes were held for a year two times a week from 11 a.m. till 2 p.m. and comprised three 40-minute-long sessions, each followed by a 10-minute-long physical training break:

- Session 1: Math, Reading and Writing, and English;
- Session 2: Corrective-Developmental Class;
- Session 3: Handicraft (sculpting, cutting-and-pasting, and drawing).

The sessions were followed by individual counseling work with the parents involving discussion of existing issues in the children's personal readiness for school and possible ways to resolve them via the center's classes and at home with the help of the parents by way of correcting the parent-child relationship.

The corrective-developmental program aims to help foster a child's positive emotional well-being and keep down their anxiety levels, which is vital to their personal readiness for school, by way of corrective-developmental classes with children and counseling work with parents.

The key objectives for the program are as follows:

1. Teach a child a set of techniques and methods that will help them determine which state is troubling them and then get their worries under control.
2. Help relieve anxiety; help relieve muscle tightness and tension.
3. Teach a child to use exercise and play to relieve psycho-emotional tension.
4. Foster a friendly atmosphere, facilitate amicable relationships among the children, and promote positive moods.
5. Facilitate improvement in the child's relationship with their parents and teachers.
6. Provide the children's parents with professional counseling with regard to anxiety relief.

The classes were held by third- and fourth-year students pursuing a Bachelor's degree in Psychological-Pedagogical Education under the guidance of a group of mentors represented by instructors at the Department of Pedagogical and Psychological-Pedagogical Education at Sochi State University.

Each class had the following structure:

1. Greeting ritual.
2. Contact establishment: games and exercises aimed at cultivating a positive attitude toward the class, the instructor, and the group members, knitting the participants together, and fostering emotional commitment.

3. Psycho-relaxation training session involving the use of techniques for relieving mental and muscle tension.

4. Core part of the class: psycho-technical exercises and drills aimed at helping achieve the program's objectives. The exercises were ordered in such a way as to ensure the alternation of various types of child activity and a change of the child's psycho-physical state: from mobile to stationary mode and from intellectual to relaxation activities.

5. Final part: art-therapeutic exercises aimed at the expression of a child's emotional state and induction of reflection.

6. Goodbye ritual: focusing on mechanisms related to parting.

Each class incorporated established greeting and goodbye rituals, which remained fixed throughout the program.

A significant block in the corrective-developmental program was work with parents, which included professional counseling (oral and written consultations; counseling via the Internet, including via social networks and instant messengers), one-on-one conversations, joint parent-child classes, play practices, and joint parent-child training sessions (e.g., acting out a situation together).

The counseling work featured the following topics:

- Principles of creating and maintaining a favorable emotional atmosphere in the family;
- Standard child mindsets in relation to the parents and to themselves;
- Psychological types of child and the processes of excitement and retardation in a child's central nervous system;
- Characteristics of the nervous system in preschoolers.

The third stage (the formative experiment) was the final diagnostic assessment of the children's emotional well-being and anxiety levels and of the emotional microclimate in their families and involved a comparative analysis of the results obtained before and after the implementation of the corrective-developmental program.

The material employed in conducting the study included the following:

- findings from the diagnostic assessment of children attending the Coryphaeus research-and-education center and their parents;
- techniques designed to help parents create a favorable emotional atmosphere in the family (based on methodologies developed by N.V. Klyueva and Yu.V. Kasatkina);
- G.T. Chomentauskas's 'Four Generalized Mindsets in Relation to the Parents and to Yourself'.

To achieve the study's objectives, the following methods were employed:

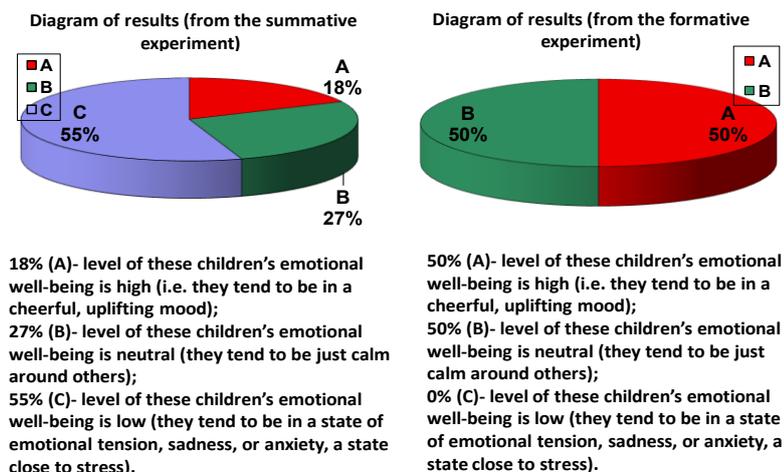
- analyzing the literature on fostering in children a personal and emotional readiness for school and on diagnostic assessment and correction of a child's emotional well-being and anxiety levels;
- designing a special corrective-developmental program;
- testing a group of children attending the Coryphaeus research-and-education center by way of A.N. Lutoshkin's Emotions Through Color (Pashukova et al., 1996) and R. Temple, M. Dorkey, and E.W. Amen's Select a Face methodologies;
- testing the children's parents by way of E.I. Zakharova's Parent-and-Child Emotional Interaction Checklist;
- conducting a comparative analysis of the results from the summative and formative experiments.

### 3. Results

The results from the experimental work conducted as part of this study substantiate the effectiveness of the herein delineated pedagogical conditions for the development of a positive emotional well-being and reduction of anxiety in children.

The comparative results from the initial and final diagnostic assessments of a child's emotional well-being based on A.N. Lutoshkin's methodology are provided in percentage terms in [Figure 1](#).

**Emotional well-being**



**Fig. 1.** Comparative results from the initial and final diagnostic assessments of a child’s emotional well-being (based on a methodology developed by A.N. Lutoshkin)

The initial diagnostic assessment, conducted in September of 2018, revealed the following: 18 % of the children exhibited a high level of emotional well-being (these tended to be in a cheerful, uplifting mood most of the time); the level of emotional well-being in 27 % of the children was neutral (these tended to be just calm around others); 55 % of the children exhibited a low level of emotional well-being (these tended to be in a state of emotional tension, sadness, or anxiety, a state close to stress).

The results from the final diagnostic assessment, conducted in May of 2019, revealed an improvement in the children’s emotional well-being, with 50 % of the subjects now characterized by a high level of emotional well-being (i.e., a tendency to be in a cheerful mood) and 50 % of the subjects now exhibiting a neutral level of emotional well-being (i.e., a tendency to be just calm around others).

The number of those with a low level of emotional well-being (i.e., those tending to be in a state of emotional tension, sadness, or anxiety, a state close to stress) was now zero.

The authors compared the significance of the results from their diagnostic assessment of a child’s emotional well-being obtained at its initial and final stages using a two-sample z-test for two population proportions (Table 1).

**Table 1.** Significance of Differences in the Subjects’ Distribution by Emotional Well-Being Levels at the Initial and Final Stages of the Diagnostic Assessment

Level of emotional well-being	Total children, initial assessment	Total children, final assessment	Z-score	P value	Significance of differences (at p= 0.05)
High degree of emotional well-being	3	8	-1.861	06288	Not significant
Neutral degree of emotional well-being	4	8	1.4606	1443	Not significant
Low degree of emotional well-being	9	0	3.5386	0004	Significant

As evidenced from Table 1, there was a significant decline in the number of children whose type of emotional well-being can be classified as emotional tension. This makes it possible to conclude that the implementation of the corrective-developmental program did have a positive effect on the emotional well-being of the children who took part in the study.

The authors also conducted a comparative analysis of the results from the initial and final diagnostic assessments of a child’s anxiety levels based on R. Temple, M. Dorkey, and E.W. Amen’s Select a Face methodology (Table 2).

**Table 2.** Comparative Analysis of the Subjects’ Distribution by Anxiety Level at the Initial and Final Stages of the Diagnostic Assessment

Picture	Initial diagnostic assessment		Final diagnostic assessment	
	Choice		Choice	
	*Sad face	*Happy face	*Sad face	*Happy face
1. Playing with younger children	8 (50 %)	8 (50 %)	6 (36 %)	10 (64%)
2. A child and a mother with a baby	5 (31 %)	11 (69 %)	7 (43 %)	9 (57%)
3. An object of aggression	9 (56 %)	7 (44 %)	6 (36 %)	10 (64%)
4. Dressing	11(69 %)	5 (31 %)	6 (36 %)	10 (64%)
5. Playing with older children	5(31 %)	11 (69 %)	5 (28 %)	11 (72%)
6. A child being put to bed	10 (63 %)	6 (37 %)	7 (43 %)	9 (57%)
7. Washing up	8 (50 %)	8 (50 %)	6 (36 %)	10 (64%)
8. Scolding	9 (56 %)	7 (44 %)	8 (50 %)	8 (50%)
9. Ignoring	11 (69 %)	5 (31 %)	10 (64 %)	6 (36%)
10. Being aggressive	7 (44 %)	9 (56 %)	8 (50 %)	8 (50%)
11. Putting his/her toys away	9 (56 %)	7 (44 %)	7 (43 %)	9 (57 %)
12. Isolation	7 (44 %)	9 (56 %)	6 (36 %)	10 (64 %)
13. A child with his/her parents	4(25 %)	12(75 %)	5(28 %)	11(72 %)
14. Eating alone	11(69 %)	5(31 %)	12(71 %)	4(29 %)

Note: The sample comprised 16 children of preschool age

The children were distributed by anxiety level based on their choice of face in the pictures. At the initial stage of the diagnostic assessment, the subjects were distributed by anxiety level as follows: 18.75 % – low anxiety index (three children only); 31.25 % – medium anxiety index (less than half of the children); 50 % – high anxiety index.

During the test, children with high anxiety levels looked uncomfortable, nervous, and worried. Some exhibited heightened motor activity (e.g., leg shaking, hair twirling, and lower lip biting). Certain children showed physiological signs of increased anxiety (e.g., rapid breathing and sweating palms). During the diagnostic assessment, highly anxious children tended to pick a picture with a sad face in it. When asked why that particular picture, these individuals would typically respond by saying something like ‘Because they scold me’, ‘Because they punish me’, ‘Because everyone ignores me’, or ‘Because no one wants to play with me’.

At the final stage of the diagnostic assessment, the subjects were distributed by anxiety level as follows: 31.25 % – low anxiety index; 43.75 % – medium anxiety index; 25 % – high anxiety index.

The authors compared the significance of the subjects’ distribution by anxiety level at the diagnostic assessment’s initial and final stages using a two-sample z-test for two population proportions (Table 3).

**Table 3.** Significance of Differences in the Subjects’ Distribution by Anxiety Level at the Initial and Final Stages of the Diagnostic Assessment

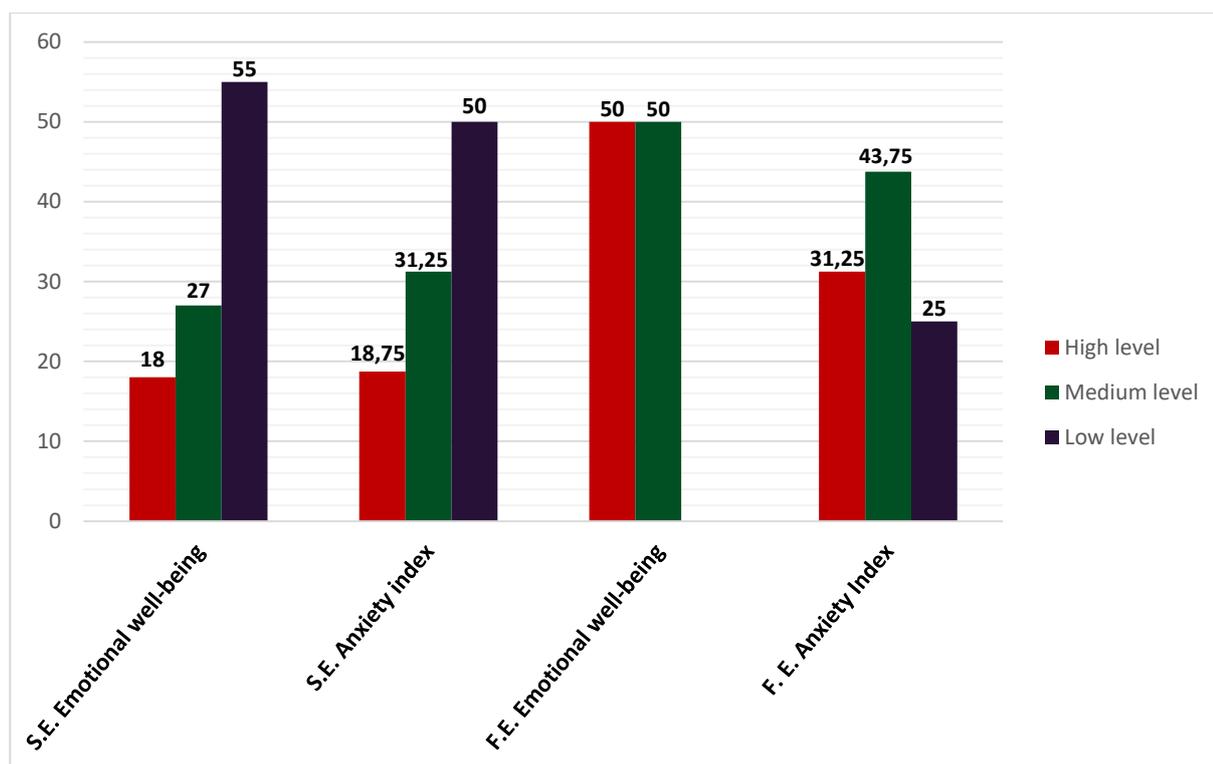
Anxiety index	Total children, initial assessment	Total children, final assessment	Z-score	P value	Significance of differences (at p= 0.05)
High	8	5	1.0798	28014	Not significant
Medium	5	7	0.7303	4654	Not significant
Low	3	4	-0.4276	6672	Not significant

Subsequent to the completion of the corrective-developmental program, the number of those with a high anxiety index dropped 25 %, with these subjects no longer tending to feel uncomfortable, nervous, and worried, and the number of those tending to behave in a reserved and confident manner rose 12.5 %. However, as evidenced from Table 3, significant changes in the subjects’ anxiety levels after the completion of the corrective-developmental program were not observed.

The changes in the children’s distribution by levels of emotional well-being and anxiety are illustrated in Figure 2.

The emotional side of parent-child interaction is a complex structured system whose elements stand in a close relationship to each other. With that in mind, the authors conducted a diagnostic assessment of the emotional climate in a family using E.I. Zakharova’s Parent-and-Child Emotional Interaction Checklist, designed to determine, in a mediated fashion, the degree of pronouncedness of each particular characteristic of this interaction in each specific dyad. The results from the initial and final tests on the participating parents based on the above methodology are displayed in Table 4.

The authors computed the average values of indicators of the emotional side of parent-child interaction through the lens of the mother-child dyad (based on a sample of 16 mothers of preschool-age children), assessed the degree to which the 11 characteristics of emotionally positive parent-child interaction are present in the relationship, and compared the significance of differences across those characteristics at the initial and final stages of the diagnostic assessment using a two-sample z-test for two population proportions (Table 4).



**Fig. 2.** The subjects' distribution by levels of emotional well-being and anxiety at the initial and final stages of the diagnostic assessment

As evidenced from Table 4, significant differences were achieved on two characteristics – (1) the parent accepting themselves as a parent and (2) the parent's ability to influence the child's emotional state.

**Table 4.** Results from the Initial and Final Diagnostic Assessments of the Emotional Climate in a Family based on E.I. Zakharova's Parent-and-Child Emotional Interaction Checklist

Characteristics of interaction	*Summative experiment	*Formative experiment	Z-score and significance of differences
Ability to perceive a state	9 (56 %)	11 (69 %)	0.7303 Not significant
Understanding of the causes behind a state	8 (50 %)	12 (75 %)	-1.4606 Not significant
Empathy	11 (69 %)	13 (81 %)	-0.8165 Not significant
The parent showing feelings of affection toward the child	12 (75 %)	15 (94 %)	-1.4606 Not significant
Accepting the child unconditionally	10 (62 %)	14 (87 %)	-1.633 Not significant
The parent accepting themselves as a parent	9 (56 %)	15 (94 %)	-2.4495 Significant
Maintaining a positive emotional background	7 (44 %)	10 (62 %)	-1.0627 Not significant
Seeking bodily contact	12 (75 %)	15 (94 %)	-1.4606 Not significant
Providing emotional support	11 (69 %)	14 (87 %)	-1.2829 Not significant

Being oriented toward the child's state in building the interaction process	9 (56 %)	13 (81 %)	-1.5255 Not significant
Ability to influence the child's emotional state	7 (44 %)	14 (87 %)	-2.6054 Significant

Note: The sample comprised 16 mothers of preschool-age children

Below is an analysis of the resulting values across the parent-child interaction blocks.

I. Perception block

As evidenced from Table 4, out of the 16 parents, only nine were able to perceive the child's state at the summative stage (56 %), as opposed to 11 parents at the formative stage (69 %), which is an increase of 13 %.

Eight parents (50 %) understood the causes behind the child's state at the summative stage, as opposed to 12 parents at the formative stage (75 %), which is an increase of 25 %.

The ability to empathize with the child was exhibited by 11 parents (69 %) at the summative stage and 13 parents (81 %) at the formative stage, which is an increase of 12 %.

II. Emotional acceptance block

Feelings of affection toward the child were shown during the process of interaction by 12 parents (75 %) at the summative stage and 15 parents (94 %) at the formative stage, which is an increase of 19 %.

The child's behavior was accepted unconditionally by 10 parents (62 %) at the summative stage and 14 parents (87 %) at the formative stage, which is an increase of 25 %.

Nine parents (56 %) accepted themselves as a parent at the summative stage, as opposed to 15 parents (94 %) at the formative stage, which is an increase of 38 %.

Seven parents (44 %) witnessed a sustainably positive emotional background at the summative stage, as opposed to 10 parents (62 %) at the formative stage, which is an increase of 18 %.

III. Block of behavioral manifestations of emotional interaction

Bodily contact was sought by 12 parents (75 %) at the summative stage, as opposed to 15 parents (94 %) at the formative stage, which is an increase of 19 %.

Emotional support was provided to the child by 11 parents (69 %) at the summative stage, as opposed to 14 parents (87 %) at the formative stage, which is an increase of 18 %.

Nine parents (56 %) were oriented, in building the interaction process, toward the child's state at the summative stage, as opposed to 13 parents (81 %) at the formative stage, which is an increase of 25 %.

The ability to have an effect on the child's state was exhibited by seven parents (44 %) at the summative stage, as opposed to 14 parents (87 %) at the formative stage, which is an increase of 43 %.

**4. Conclusion**

Based on the results of the experimental work conducted as part of the study, the implementation of the corrective-developmental program helped achieve the following statistically significant changes:

- a significant decline in the number of children under emotional tension;
- a significant rise in the number of parents who accept themselves as a parent and have the ability to influence the child's emotional state.

The above positive changes were achieved thanks to the following:

- the parents conducting axiological analysis of the children's actions and deeds in certain educative situations, with a focus on evaluating themselves against a backdrop of the activity of others;
- the parents performing dynamic modeling and forecasting of their own actions in certain educative situations based on a set of value orientations;
- the parents evaluating their relationship with the children and their attitude toward the children's actions and deeds in various situations.

It was found that the following outcomes related to children's emotional well-being could be achieved if the parent influences the child in a properly organized fashion:

- a significant decline in the child's emotional tension levels, with him/her tending to be in a happy, joyful state most of the time;
- the possibility of developing the child's ability to empathize emotionally with others, be a good listener in a conversation, and successfully resolve conflict situations;
- a significant decline in the child's anxiety levels.

The study's outcomes speak to the need to work in this direction with children and parents alike and substantiate the advisability of implementing corrective-developmental programs of this kind at preschool educational institutions.

### 5. Acknowledgements

The research reported in this paper was conducted via Coryphaeus, a research-and-education center for children and adolescents operating as part of Sochi State University. The facility was established on February 2, 2016 (Decision of the Academic Council of January 28, 2016, Protocol No. 5, Decree No. 64 of February 2, 2016).

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