



DIAGNOSTIC VERSION OF STUDYING THE EMOTIONAL HEALTH OF PRE-SCHOOL CHILDREN AFTER THE PARENTS' DIVORCE

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Abstract: *The publication is focused on researching the emotional health of children whose families have a broken structure (parental separation). The questions around which the research is organized are related to the search for answers: to what extent is the emotional health of children in a family with a broken structure preserved, what is the degree of development of the emotional intelligence of the parents. The tests that are included are: "My Family" test; Palette of Feelings test; parent survey; survey with the children. Ten families who are separated or in the process of divorce have been diagnosed. Testing with parents aims to assess their emotional intelligence and the degree of interest in mental state and emotional health for future professional realization, not only affecting their education, but communication with others and self-image as a full-fledged person. The questions concern: their attitude towards marriage; family values, as key in raising and educating the child; sources of information in case of need or responsibility, as a parent. The results obtained are good and encouraging. When reporting the results, the children were divided by gender: 51% of girls have preserved emotionality, 40% of boys have preserved emotionality, 2% of girls have severe emotional impairments, 7% of boys have severe impairments. The conclusions of the conducted research are that the parents of the 21st century are informed and know in depth the mental and emotional needs of children and show responsibility and concern. Also, emotional intelligence is fully formed and they seek daily information about their own development as parents. They accept teachers as people with ideas and a "key" to the correct and healthy development of their child in all aspects.*

Keywords: *diagnostics, emotional health, kindergarten, parents, families with a broken structure, emotional intelligence, attitudes, family values, development, professional realization*

The essence of the family is expressed through the concepts: structure, functions and role behavior of family members, which concepts are interconnected.

The concept of structure has a Latin origin and means construction, order, internal form of organization of the system. It refers to the individual elements and their interrelationship, the way the parts of a whole are organized in relation to each other. Applied to the family, structure includes the size and composition of the family, as well as the set of relationships among family members.

Originally, the family was a community whose purpose was to provide food and protect its members from destruction. It is a biological social structure. A. Rose defines the family as "a group of interconnected persons who recognize kinship". According to M. Dinkova and D. Langozova (1990), the family is "a small social group, the members of which are connected to each other by marriage or family

relations, community of life, mutual moral responsibility and social necessity, determined by the needs of society for physical and spiritual reproduction of the population”.

One of the key questions about the family that determines its appearance is the relationship between "marriage" and "family". In many developments (especially those from years ago) marriage is seen as the foundation on which the family is built. There is some logic in this, because the normal development of a marriage is for it to become a family. However, modern society is witnessing a gradual change in the understanding of family, according to which the necessary foundation is not marriage, but rather the "parent-child" relationship (Alexieva, 2006).

The family is the closest social environment in which the child is raised and developed. In its conditions, the beginning of the formation and development of the child's psyche is set. The family makes the first purposeful impact on the course of this development. From the foundations in the mental development of the child laid by the family, to a large extent, its directions and characteristics are determined in the following periods when the kindergarten and the school actively intervene. However, families with a broken structure face enormous difficulties and dilemmas, for which even institutions such as kindergarten and school often do not find solutions to deepened family-type problems.

The increasing number of divorces presents society with the difficult task of finding the gentlest method of informing children about the broken relationship between parents. It is important because not realizing the fact and denying reality can lead to mental and emotional disorders in children, which will be accompanied by negative changes in behavior and social communication. On this occasion, the awareness and competences on this topic should be in the public space, and the emphasis should be on preserving children's mental and emotional health, preserving and enriching the emotional intelligence of children, taking into account the formed emotional intelligence of parents.

The nature of emotional intelligence in children and adults has been the subject of research for many years. Society has been aware that emotional health in children is key in the formation of personality and self-proofing in the future. The term "emotional intelligence" was first used in 1990 by Peter Salovey of Harvard University and John Mayer of the University of New Hampshire to describe the emotional qualities that should be stimulated and developed in children in SEN: empathy, expression of feelings, control over moods, independence, adaptability, friendliness, sense of respect, courtesy (Salovey & Mayer, 1990).

The development of emotional intelligence begins with the conclusions for the upbringing and education of children, and many studies have been done in this area, since the frequent cases of disturbed family structure face a number of problems for parents, educators, psychologists, authors, and even neurologists. Although emotional intelligence has only recently become a part of public research, human experience in this area dates back 50 years, but unfortunately very few of the findings have been put into practice, due to the antagonism between the academic world, with its carefully planned statistical paradigms and burdened world of teachers and parents. However, we cannot afford to educate our children based on intuition alone. Like medicine and other exact sciences, we must strive for the essence of knowledge in order to make competent decisions affecting the everyday well-being of children. But whether during the period of raising the children and the emotional intelligence formed in them continues to function in a possible divorce between the parents and whether they find a language for the last family communication, with the aim of preserving the



emotional health of the children. The question here is whether these 78% of divorced parents will remain good educators and take responsibility not only for their personal lives, but also for the lives of their children.

Divorce makes sense if it puts an end to accusations and claims. The attitude that helps is that regardless of who is the initiator and what the occasion is, the contribution to the development of the relationship belongs to both. The family consultant Maya Maneva (2012; 2015) describes in her books "Love in the Family" and "About Marriage, Divorce and Love", how the separation of parents affects the emotions of different children. She explains that for children, the quarrels of the parents are more traumatic than the separation itself. When they cannot resolve their conflicts, they usually focus on their own needs and experiences rather than on their children. And in order to grow up with a healthy psyche and to show its overall potential, as well as to develop normally, the child must feel loved, protected and cared for. According to the American Parenting Skills Program, even in a broken family structure, they require: mutual respect, making time for pleasant experiences, expressing affection and sharing feelings and emotions from different experiences, including negative ones. Love for a child is expressed in four areas: eye contact, physical contact, focused attention, discipline and creating conditions for the child's logical thinking and coping with stress. The child's ability to think logically is in the process of formation, and the classes that would suggest to him how to approach the blow that befell him are insignificant, for him the stress of divorce remains a stress that, above all, causes damage. The more important factors that damage the mental life of the child when the parents separate are the following:

1. Feeling of deep social disadvantage and lack of stable support in life. The child understands that his family is not like others.

2. Decrease or complete lack of affection and attention from one or both parents. Divorces create situations in which the children of the previous marriage feel neglected, unwanted and superfluous.

3. The emotional splitting of the child in cases when he witnesses arguments between the parents and when they show effort to win the child over to their side.

4. Destruction of parental authority and the intervention of many people in the education and upbringing of the child in the "third year" and the adolescent period, during which time the main mistake of the parents is suppressing the teenager's desire for independence.

5. A bad example that directs the child to act selfishly and conflict in family relations.

In modern psychology, there are a number of diagnostic tests that detect key moments and disorders in the psyche and emotionality of children and their parents.

In connection with the presented topic, a diagnostic study was organized and conducted with a group of children and parents with a disturbed family structure. The purpose of the psychological-pedagogical research is to delve into the depth of broken family relationships and to trace the extent of the damage inflicted on the child's psyche. The following tasks arise from the set goal:

1. To establish the level of parent-child relationships.

2. To examine intra-family relationships from the child's point of view and to trace the child's emotional health.

3. To study the attitude of the child towards the parent and vice versa.

4. Development of an individual strategy with each child.

The obtained results are positive from the point of view of emotional intelligence of parents, preserved psyche and emotional health of children.

The conclusions are that with each subsequent generation, children become more hardened to the negative situations of life. Fortunately, parents have a clear idea of the risk to their children of a divorce or another negative event in the life of the family and take measures to prevent complications in the child's psyche and emotions. From the survey, it became clear that parents' awareness has increased in the last 5 years by almost 40%, according to research. Some of the surveys conducted with parents between the ages of 30-45 indicate that they are afraid of psychological traumas and diagnoses of the New Century.

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