Reasons for Conflicts between Children

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ANNOTATION: the article analyzes the features of conflicts in preschool educational organization, their causes and specifics, are also considered participants in the conflict and the characteristics of the kindergarten team.

KEY WORDS: conflict, preschool team educational organization, participants in the conflict, causes conflict in preschool educational organization.

Many researchers believe (Ya.L. Kolominsky, B.P. Zhiznevsky and others) that most conflicts in childhood in children's groups occur in play activities and this is due to the fact that for children play is the most significant activity and here most often conflicts arise between them.

Kolominsky Ya.L. and Zhiznevsky B.P. and analyzed the collected material. The main thing is precisely the analysis of those elements of interaction, which in their totality constitute the structure of the conflict. The main components of this structure, singled out as aspects of the analysis, are the following: the causes of conflicts between children in the game, the ways in which children influence each other during the conflict, and the specifics of resolving children's play conflicts [6, p.39] .

When identifying the causes of conflicts, we proceeded from the fact that the game, like other types of joint activities, has a certain communicative and organizational basis. This includes a number of organizational tasks of activity, such as choosing a topic for a common game, determining the composition of its participants, distributing roles, etc.

Ya.L. Kolominsky and B.P. Zhiznevsky identified seven main causes of conflicts:

1. "Destruction of the game" - this included such actions of children that interrupted or impeded the process of play, for example, the destruction of play buildings, the play environment, as well as the imaginary play situation.

2. "About the choice of the general theme of the game" - in these cases, the dispute arose because of what kind of joint game the children were going to play.

3. "About the composition of the participants in the game" - here the question of who exactly will play this game, that is, who will be included in the game and who will be excluded, was decided.

4. "Because of the roles" - these conflicts arise mainly due to disagreements between children about who will perform the most attractive or, conversely, the least attractive role.

5. "Because of toys" - disputes due to the possession of toys, game items and attributes are included here.

6. "About the plot of the game" - in these cases, the children argue about how the game should go, what game situations will be in it, characters and what will be the actions of certain characters.

7. "About the correctness of play actions" - these are disputes about whether this or that child acts correctly or incorrectly in the game [6, pp. 45-67].

In general, two special age periods can be noted: firstly, this is the age of 3-4 years, when children begin to actively discuss such issues as the distribution of roles, the correctness of game actions, the choice of a general theme of the game, which, in our opinion, indicates an intensive development of the game as a joint activity; and, secondly, this is the average preschool age (4-5 years), where, in addition to the previous ones, the question of who will play with whom begins to be specially discussed, i.e., the composition of the participants in the game is determined. This, in turn, reflects the further development of joint play in the direction of the formation of certain, fairly stable relationships between children within the preschool group.

It is also necessary to note the following circumstance: at one time, D. B. Elkonin expressed the opinion that conflicts in younger children most often arise because of toys, in children of middle preschool age - because of roles, and in older children - because of -for the rules of the game [14, p.97].

As the data obtained by the researchers showed, up to 75% of conflicts in younger children arise because of toys, in the middle preschool age, the largest number of conflicts are conflicts over the distribution of roles, and conflicts over the correctness of play actions increase towards the end of preschool age.

At the same time, midday data also show that conflicts over toys and roles do not disappear even among older preschoolers. They coexist with new types of conflicts: concerning the choice of the general theme of the game, determining the composition of the participants, clarifying the game plot. Moreover, at the age of 5-6 years, there is a certain regression, i.e. a new re-increase in the number of conflicts such as conflicts over the destruction of the game and over toys. Perhaps this is due to the insufficient level of development of the game, the weakening of attention to it in the modern practice of kindergartens, which is noted in the relevant literature ("Play and its role in the development of a preschool child", 1975).

The following ways of influencing children on other participants in the game conflict were identified in the studies:

1. "Physical influence" - this includes such actions when children, especially younger ones, push each other, fight, and also take away toys, scatter them, take someone else's place in the game, etc.

2. "Indirect influence" - in this case, the child influences the opponent through other people. This includes complaints about a peer teacher, crying, screaming in order to attract the attention of an adult, as well as influence with the help of other children involved in the conflict to confirm their claims.

3. "Psychological impact" - this includes such methods of influencing the opponent that are addressed directly to him, but this is carried out at the level of crying, screaming, stamping his feet, grimacing, etc., when the child does not explain his claims, but exerts on the opponent certain psychological pressure.

4. "Verbal influence" - in this case, speech is already the means of influence, but these are mainly various instructions to the opponent what he should do or what he should not do. These are statements like "Give it back", "Go away", a kind of marking of one's own actions - "I will be a doctor", refusal to perform the action required by the partner, as well as questions that require a specific answer, for example, "Where did you put the car?". In the latter case, the peer must also perform a certain action, but not a subject, but a verbal one.

5. "Threats and sanctions" - this includes such statements in which children warn rivals about the possible negative consequences of their actions, for example, "I'll tell you"; threats to destroy the game - "I won't play with you" ; in a thunderstorm of breaking up relations in general - "I'm no longer friends with you", as well as various interjections and words pronounced with a threatening intonation: "Well!", "Oh, so !", "Understood?" etc.

6. "Arguments" - this includes statements with the help of which children try to explain, substantiate their claims or show the illegality of the claims of rivals. These are statements like "I am the first", "This is mine", statements about my desire - "I also want", an appeal to my position in the game - "I am a teacher and I know how to teach", rhetorical questions like "Why did you break everything ?", "Why did you come here?", in which a negative assessment of the partner's actions is clearly visible, as well as direct assessments of your own actions and the actions of your opponents ("You don't know how to play", "I know better how to treat") and various offensive nicknames, teasers, etc. The same group also includes cases when children try to appeal to certain rules, for example, "You must share", "The seller must be polite", etc.

On the whole, the special significance of the middle preschool age as a certain turning point in the development of joint play in children should be noted. Here, for the first time, the predominance of methods of "verbal influence" on rivals in a conflict situation over the means of open pressure is noted. In other words, the conflict as an open confrontation with the use of physical force in a certain way and more and more turns into a verbal dispute, i.e. there is a certain "cultivation" of children's behavior in the process of realizing their desires. First, physical actions are replaced by words, then verbal methods of influence become more complicated and appear in the form of various kinds of justifications, assessments, which, in turn, opens the way to discussing controversial issues and finding a mutually acceptable solution.

In addition, the above data suggest that in some cases another person, an adult or a peer, can act as a kind of socio-psychological sign as a means of controlling the behavior of the playing group. They are involved in the conflict by one of its participants in order to confirm their claims and overcome the conflict situation. How can one not recall the very popular in ancient times, and sometimes even now, the custom of turning to a mediator - a sage, or even just a random passerby, for a dispute resolution. All this once again confirms the need to study the process of the emergence of sign functions not only as a purely cognitive process, but also as a process of interpersonal interaction between people.

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