

Preventive pedagogical work on negative manifestations of preschool children's behaviour

Tetiana Kochubei^{1,*}, Olha Melnykova^{1,**}, and Olha Svyrydiuk^{1,***}

¹Pavlo Tychyna Uman State Pedagogical University, 2 Sadova Str., Uman, 20300, Ukraine

Abstract. The role of preventive education in averting negative behaviours in preschoolers has been considered in the article. It has been justified that preventive work with the children prone to negative behaviours will enhance harmonious development of preschoolers' personalities, provided that effective forms, methods and techniques have been implemented into preventive education of children with negative behaviours during interpersonal communication (preschool teachers – child – family). It has been proved that the realization of the proposed model of interpersonal communication within preventive work with children prone to negative behaviours in preschools provides positive results, indicating the importance of cooperation among all subjects of the education process in these institutions. The need for primary or early preventive work highlights the significance of primary preventive education, since only early socio-pedagogical prevention of children's negative behaviours is an effective means of coping with destructive phenomena in the children's environment. The main factors for children's negative behaviours and the most essential indications of the need to implement senior preschoolers' preventive education have been identified. Methodical guidelines on effective preventive education of senior preschoolers prone to negative behaviours have been outlined. The forms, methods and techniques of preventive work that promote constructive behaviours in children have been implemented and verified; the level indicators of development of a sustainable and responsible attitude towards negative behaviours in preschoolers during interpersonal communication have been determined.

1 Introduction

The choice of the research topic is based on a range of sociopolitical, educational and pedagogical factors that influence the development of socio-cultural, moral spheres of human life and activities and cause some negative phenomena in Ukrainian society. Although Ukraine is guided by the current model of social and economic development of the European Union, the high poverty rate, the dissemination of asocial behaviours of children and youth predetermine the younger generation dehumanization, replacement of humane values with illusory ones, aggression, immoral behaviours, neglect of their health, the decreasing role of the parental institution. In the context of these problems, one can observe some trends in the dissemination of negative behaviours, even in children. Therefore, the problem of preventive pedagogical work to prevent preschool children's negative behaviours is becoming relevant.

2 Theoretical analysis of the problem

An obligatory stage of the research process was to define the concepts of "prevention" and "preventive education" based on the views of Ukrainian and foreign scholars. In our opinion, UNESCO's definition of prevention found in

the "Preventive education series 1" is the most relevant one: Definitions of "prevent" – to anticipate something undesirable to stop it or to ward it off; to satisfy in advance; to warn in a threatening way, and "prevention" – a preconceived opinion about individuals or things with unfavourable connotations of uncertainty; or a state of mind which is predisposed to one thing or another [1].

Smancer and Rangelova defines prevention as a "general preclusion, avoidance, obviation of negative actions and behaviours in children, as well as assistance and support in difficult situations" [2]. Consequently, prevention is mainly general preclusion that must protect the child from participation in questionable and disgraceful activities, immoral behaviours, the negative impact of the living environment, etc. Preventive education implies scientifically justified and timely measures taken to prevent asocial behaviours in children and to preserve their health. It is an objective social reaction to the social need for survival and preservation of the gene pool in Ukraine [3] and other undeveloped countries in the world.

Preventive education in the researches by Belicheva [4], Botvin [10], Gottfredson et al. [11], Ischenko and Melnykova [8], Kochubei and Savrii [7], Kondrashova [5], Melnykova [9], Orzhekhovskaia [6], Pisani et al. [12], Zeleeva and Shubnikova [13] implies scientifically justified and timely measures taken to prevent children's social behaviours and to preserve their health.

*e-mail: udpu_tania@ukr.net

**e-mail: olga@maistruk.com

***e-mail: olha.svyryduk@udpu.edu.ua

Orzhekhovskaia suggests three types of preventive measures, which constitute the system of work in educational institutions: primary or early social prevention (social, psychological and pedagogical prevention); secondary prevention (diagnostics, preventive care and correction); tertiary or target prevention (adaptation, rehabilitation and re-socialization) [6].

In this regard, it is expedient to consider the definitions of “behaviour” and “deviations in behaviour”. Orban-Lembryk understands under the concept of “behaviour” the system of interrelated actions and the individual acts necessary to implement certain functions and require communication between the individual and society [14]. “Deviations in the children behaviours” are the actions that do not conform to the norms adopted in a society they belong to [6]. We completely agree with opinions of Fedorchenko and Potapova that the most essential social needs of children, in particular, the need for communication, approval, respect, emotional contact (with peers, family) are not fulfilled. Blocking can become a source of profound experiences that will contribute to the emergence of negative behaviours [15]. The classifications of children negative behaviours proposed by researchers are divided into four groups due to the following main factors: lack of attention from others, mainly socially significant individuals (parents, preschool teachers, authoritative adults, peers); crises of psychological development (three-year-old and seven-year-old behaviour crises); irregular types of family upbringing; the children unfavourable adaptation to preschools, etc. [15]. Therefore, preschoolers negative behaviours may include hysterics, aggressiveness, shyness, closeness, dishonesty, fears, hyperactivity, weak motivation.

Thus, Battistich [16], Conrad [17], Izzo et al. [19], McCrae [21], Qi et al. [18], Webster-Stratton et al. [22], Zadeh et al. [20] indicate the conditions that cause negative behaviours and emphasize the introduction of diagnostic techniques to determine such behaviours and technologies to overcome them.

Pryor [23] explains behavioural training methods that can provide positive reinforcement for undesirable behaviour and be of assistance to both teachers and parents. In the book, the author considers eight methods, among which distinguishes four “negative reinforcers” and four “positive reinforcers”. Within the scope of this research, we would like to consider “positive reinforcers” in more detail, namely, “Train an incompatible behaviour”; “Stimuli as reinforcers: behaviour chains”; “Untraining: using reinforcement to get rid of behaviour you don’t want”; “Change the motivation” [23]. We used these reinforcement methods in experimental work to develop a sustainable and responsible attitude in preschoolers.

Inappropriate behaviours in children and their improper understanding and interpretation of morals and ethics indicate the need for new approaches to overcoming these negative phenomena. Therefore, psychological and pedagogical prevention of negative behaviours in children considered to be a set of measures aimed at neutralizing the influence of negative factors of social environment on child’s personality to avert deviations in their behaviour

should occur at preschool age. It can only be achieved through joint efforts of families, preschools and children themselves.

“The Draft Concept of Preventive Education of Children and Youth in the Education System in Ukraine” emphasizes that “within children’s environment there is a neglect of legal, moral, social norms, a decline in interest in learning and socially useful work. Modern children’s personality is distinguished by increased anxiety, cruelty, aggression, lack of respect for adults, a low level of emotional attachment to family members, as well as institutionalization of deviant behaviour” [6].

Therefore, the need for preventive pedagogical work complicated at each subsequent age period of child development will sustain preventive actions in the previous period. The most favourable period for preventive pedagogical education is considered senior preschool age. It can be attributed to the essential characteristics of this age, namely, direct involvement into the education process of the preschool that ensures a systematic preventive pedagogical work with each child; fundamentals of moral values and emotions, behaviour patterns and modes of activity; susceptibility to adult behavioural influences, especially imitation of adults, peers, books characters, movie characters, comics characters, cartoon characters, video games characters, anime characters etc.; creation of a socially favourable environment in both preschool and family; joint efforts of teachers and parents to overcome five-year-old and six-year-old psychological crises, which provoke negative behaviours (moodiness, grimacing, mannerisms, stubbornness, negativism, etc.).

Thus, senior preschool age may be characterized by both positive and negative potential for personality development, which affects social communication between children and adults. Simultaneously, families and preschools leading social institutes that develop children are frequently unable to optimally implement their functions and their sustainable and responsible attitude towards negative effects of the micro- and macro- environment. It can be evidenced by McWayne et al. [24], Owens and Ring [25]).

The analysis of scientific sources, normative and methodological documentation of preschools has shown that there is no targeted and systematic preventive work aimed at averting negative behaviours in preschoolers in these institutions. Preschool teachers implement traditional forms and methods of work at the ascertaining stage of negative behaviours, which complicates the education process in preschools and does not allow achieving positive dynamics in preventing negative behaviours in preschoolers. One of the ways to solve the problem of negative behaviours in preschoolers in Ukraine is to apply preventive forms, methods and techniques to interpersonal communication: preschool teachers – child – family.

3 Research methods

The purpose of the study is to theoretically substantiate and experimentally test the effectiveness of the implementation in practice of the PEI of Ukraine preventive means, forms

and methods in preventing negative behaviours in senior preschoolers during interpersonal communication.

The main objectives of the research are:

- implement effective measures that promote constructive behaviour in children in interpersonal interaction;
- provide advisory support to teachers and parents on preventive education of older preschoolers.

To meet the outlined objectives, a set of *research methods* has been used:

- *theoretical methods* – analysis of pedagogical, psychological and professional literary sources on the problem raised; analysis of legal documents and methodical guidelines of preschools;
- *empirical methods* – interviewing parents, questioning preschool teachers, observing communication between parents and children, analysis of children's projecting drawings; preparatory, main and final stages of the experiment;
- *statistical methods* – processing the experiment results.

The methodological basis of the study was activity, personality-oriented, competence approaches:

- The basic idea of the *activity approach* in education is connected with activity as a means of formation and development of the child's subjectivity. The focus is on the joint activities of children and adults in the implementation of the goals and objectives.
- A *person-centred approach* allows you to focus on each person's development and ensures the prevention of children's antisocial behaviour.
- The *competence approach* involves the separation of the child from the adult, his ability to act not only on the instructions and prescriptions of authoritative people but also on their motives, based on personal experience, meeting their individual and social needs;

4 Results and discussion

The experiment has been conducted at preschool No 12 "Zolota Rybka" (nursery, kindergarten, Uman, Cherkasy region), preschool No 25 "Yahidka" (nursery, kindergarten, Uman, Cherkasy region), school, kindergarten "Strumochok" (Kyiv), preschool No 368 (Kyiv).

The hypothesis consisted of the fact that preventive work with children prone to negative behaviours will enhance the harmonious development of preschooler personalities. It provided effective forms, methods and techniques that have been implemented into preventive pedagogical education of children prone to negative behaviours during interpersonal communication (preschool teachers – child – family).

While applying theoretical and empirical research, we designed a model of interpersonal communication that will contribute to developing a sustainable and responsible attitude towards negative behaviours in preschoolers and a clear and effective system of measures to prevent negative behaviours in preschoolers.

The experiment covered the period during the three stages of experimental work during 2020–2021, namely: analytical-modelling, experimental and generalizing. It involved preschoolers (120 persons), parents (120 persons) and preschool teachers (42 preschool teachers).

At the analytical-modelling stage of the experiment preschool teachers filled in some questionnaires. It was necessary to study the peculiarities of negative behaviours in senior preschoolers and the content of preventive work with them. They were suggested to indicate the children's names, their gender and, in fact, negative behaviours.

The preschool teachers stated that negative behaviours in senior preschoolers were caused by pedagogical neglect, weakened health, innate qualities, which negatively affect their progress in class, problems in establishing positive interpersonal relationships with peers and adults. In addition, they believe that hyperactivity as a natural human characteristic prevents the child from perceiving any information under certain conditions, can lead to their poor progress, unpopularity among peers, and as a result, the desire to self-assert themselves using inadequate methods within their group or outside the preschool. Hyperactivity and misconduct are also ways to attract the attention of their teacher or peers.

The analysis of the survey among preschool teachers revealed trends in negative behaviours of older preschoolers, changing based on gender. Types of negative manifestations in the behavior of older preschoolers are observed in both boys and girls, in particular: excessive slowness, inhibition (boys – 3.8 %, girls – 1.2 %); increased distraction, inattention (boys – 4.3 %, girls – 1.4 %); restlessness and indiscipline (boys – 4.1 %, girls – 0.7 %), decreased interest in classes, lack of curiosity (boys – 1.2 %, girls – 1.2 %) timidity, anxiety, restlessness (boys – 1.7 %, girls – 1.4 %).

At the same time, we can trace another trend – a decrease in the manifestation of a certain quality of behaviour in boys and an increase in girls, which is manifested in such signs as isolation, excessive shyness (girls – 1.0 %, boys – 0.5 %); self-doubt (girls – 1.9 %, boys – 1.5 %); rapid fatigue, morbidity (girls – 2.2 %, boys – 0.7 %), which requires consideration of gender characteristics in preventive pedagogical work with preschool children.

There was an increase in conflict, bullying, stubbornness in boys (boys – 3.8 %, girls – 0.7 %) due to their desire for active, dynamic knowledge of the world and lack of skills to establish favourable interpersonal relationships. It should be noted that the indicator of uneven success in classes for boys (boys – 1.2 %, girls – 0.5 %) has increased significantly, which indicates the instability of cognitive interests, lack of skills of systematic, independent work.

Indicators of abusiveness and tearfulness are equally observed in boys (1.7 %) and girls (1.7 %). This is due to the fact that older preschoolers express their emotions outside, which are manifested in unstable experiences, lack of skills of emotional and volitional self-regulation. The survey shows that the highest rate of negative behaviours, according to preschool teachers, is expressed in excessive

activity, mobility, incontinence, especially in boys (boys – 4.8 %, girls – 2.1 %).

To identify parents' attitudes towards preventing negative behaviours in children, parents filled in a questionnaire, which consisted of five questions:

1. What behaviours do you consider deviant?
2. Which of them do you consider the most common among your children's peers?
3. How much time does your child spend without adult care?
4. What does your child do in their spare time?
5. What are the main causes of deviant behaviours in children?

The results of parents' observations of preschoolers' behaviours have allowed revealing forms of negative behaviours in children and the causes leading to them.

Thus, the interviewed parents singled out among the forms of the negative behaviour of preschool children: rudeness, profanity, which accounts for 47 % of parents' answers, negative attitude to learning and play activities – 39.9 %, violation of rules of conduct in preschool and at home – 39.2 %, the humiliation of others – 28.2 %, disobedience and criticism of adults – 27.4 %, hooliganism – 16.2 %, fights – 14.1 %, theft – 4.8 % of responses.

These data show that the dominant forms of negative behaviour are rudeness, slander, negative attitude to learning and play activities, violation of rules of conduct, the humiliation of others, disobedience (average is 36.4 %), fights, theft is less common the average figure is 11.3 %).

According to the results of interviews with parents, the reasons that lead to the negative behaviour of preschool children have been identified. Thus, the most common reasons that lead to negative behaviours in children are the unfavourable situation in the family (51.0 %); increased excitability of children (41.3 %); stressful family situations (41.3 %); examples of violence, cruelty, impunity received through the media (39.2 %); a tense financial situation in the family, excessive employment of parents (34.3 %); contemptuous attitude from peers (30.1 %); adults' misunderstanding of children's difficulties (30.1 %). The average is 38.1 %.

Negative behaviour of children is less affected by such reasons as lack of self-confidence of the child (27.3 %); insufficient pedagogical knowledge of parents (22.4 %); morbidity of the child (18.9 %); biased assessment by adults of children's abilities (18.2 %); lag in leading activities (16.7 %). The average is 20.7 %.

To analyze parent-child relationships, both parents and preschoolers were observed (while bringing and taking children to / from a preschool). The observation results have shown that parents did not pay enough attention to their children, hardly talked with them, did not ask any questions (even "What happened in the kindergarten today?"). They were not interested in their progress in class and relationships with peers. Some ignored the children's questions addressed to them. Consequently, the children

most often used such phrases as "I want" and "I need" (63 % of children), etc. It indicates some parents fulfil specific requests and demands of their children when others ignore them without using the words "please", "thank you", etc. (37 % of children). Instead of talking with their children, some parents prefer "more serious" phone conversations with other adults or work on a computer, etc. [26].

So, the results from the analytical and modelling stage have proved that children negative behaviours are today's reality both in Ukraine and other countries all over the world. Therefore, it is imperative to specify why such behaviours occur in a particular situation. Knowing the mechanism of emerging violation, one can plan relevant preventive pedagogical work in the context of interpersonal communication based on the principles of humanism, child-centred approach, conformity with nature, optimistic approach, and beliefs in their potentially positive capabilities.

During the experimental stage, the following forms of work with preschool teachers have used: lectures (preschool teachers were introduced to models and styles of communication, leadership, psychological influences on child's personality); workshops (they aim to improve the relationship between teachers and children through such techniques as "Identify your leadership style", "Model of teacher's communicative activity"), psychological training ("Act and its causes", "Mastering effective communication techniques"), positional games ("Teacher being a child", "Teacher and parents"), individual consultations (they aim to stabilize teachers' internal state, solve their problems, etc.). In particular, relaxation techniques appeared to be effective enough to relieve stress and regulate their mental activities ("Relaxing facial muscles", "Air balloon", "Pit of emotions", "Float in the ocean").

To deepen parents' knowledge of psychology and pedagogy and establish effective interaction between teaching staff, we have held individual consultations and training ("How to help a child to improve their behaviour", "We seek to understand"), a discussion circle ("The role of the family in a modern child's education"), a parent forum ("Problems in modern children's education"). To ensure educational cooperation between preschools and families, generalize and apply positive achievements in education, "Vseobuch" (pedagogical training for parents) has been implemented into the education process of preschools.

Realizing the influence of parent-child relationships on negative behaviours in children and further development of children personalities, we started an educational event "Loving Parents – Happy Children". It is aimed at ensuring positive changes in parent-child relationships, establishing healthy family relationships, creating a positive psychological climate in the family and promoting comfortable communication between family members, which stipulate developing preschoolers' constructive behaviours.

The research objectives have been realized through training sessions with parents ("Education through kindness"), joint educational activities, family holidays, pedagogical consultations ("Negative and positive affirmations:

if you have said that, take it all back”, “Crib sheet for adults or rules for effective communication with “problem child”, “Parents and children: meet halfway”), etc.

It is important to activate positive emotions in preschoolers prone to negative behaviours while working with them. Based on the research findings, it has been proved that taking into account individual characteristics of each child and using individual and differentiated approaches. One can quickly achieve positive results through introducing forms of joint activities with parents (development of creative projects, parents’ participation in the institution’s activities, etc.), involving preschoolers into various activities (psychological theatre, psychological sketches, games, exercises, etc.), which have contributed to positive changes in behaviours and character of “problem” children.

One of the effective ways to meet the objectives of preventive pedagogical work with children prone to negative behaviours is to create a positive emotional climate between peers. Therefore, we involved preschoolers in circle time activities, (“Step to Success”, “We are equal”, “Rights through children’s eyes”) and organized corrective and developmental activities: a fairy tale and game “What a wonderful world”, interactive lessons “Let’s overcome aggression together”, “I am kind”, role-playing games that allowed modelling unusual situations and events for children that eventually fostered their understanding, empathy, etc. In our opinion, the following information and communication technologies also contribute to positive results of preventive pedagogical work with preschoolers: watching cartoons “Tsarevna Lyagushka” (The Frog Princess), “Moydodyr” (Wash ‘til Holed), “Dvoie spravedlyvykh kurchat” (Two Fair Chickens), “Nekmitlyvyi horobets” (Dummy Sparrow), etc., reading tales “Kolosok” (Spikelet), “Kotyk i pivnyk” (Kitten and Cockerel) and stories by Sukhomlynskyi “Pyhata litera” (Haughty Letter), “Lehenda pro zolote zerniatko istyny” (The Legend of the Golden Grain of Truth), “Obrazlyve slovo” (A Mean Word)), by Vasylchuk “Podruzhylysia” (Best Buddies), watching short videos, demonstration and modelling of game situations with further discussion.

One of the objectives was to develop a sustainable and responsible attitude towards negative behaviours in preschoolers during interpersonal communication. Therefore, a senior preschooler’s ability to develop this quality has been evaluated with the help of the following indicators: moral and legal knowledge of good and evil, children’s rights and responsibilities, justice, honesty, self-esteem, etc.; a sustainable and positive attitude towards the rules of conduct; the ability to establish positive interpersonal relationships during communication. Each of these indicators has been evaluated based on the 10-point system: high level of the quality’s development is equal to 8–10 points, average level – 5–7 points, low – 3–4 points.

The reliability of experimental data was checked based on (motivational, cognitive-intellectual, practical-activity criteria), levels and indicators. Student’s criteria (t-test) was used to determine the difference between the mean levels of each of the indicators in the experimental group and control group. Pearson’s criterion (χ^2 criterion) was

used to check the statistical significance of changes in the levels in experimental group and control group.

Preschoolers’ knowledge was evaluated with different tasks (e.g., produce examples of people’s actions, which prove they are kind, responsible, honest, fair or confident; such techniques as “Colour code relationship” and projective drawings).

Based on the data obtained, the following levels of development of a sustainable and responsible attitude towards negative behaviours in preschoolers during interpersonal communication have been determined high, average and low.

High level: the child understands moral concepts, performs their duties (of son, daughter, grandson, granddaughter, brother, sister, etc.) and adheres to the rules of conduct. They have developed the skills and abilities required to establish and maintain friendly relationships with peers during joint activities of different types.

Average level: the child has ethical views, is able to analyze moral situations and find the right solution to them, understands their duties (of son, daughter, grandson, granddaughter, brother, sister, etc.), seeks to adhere to the rules of conduct within both preschool and family, is friendly, supports parents and friends.

Low level: the child has superficial ethical views, adheres to moral norms and rules if controlled by adults or violates them, is aware of their duties, but does not always fulfil them, often reveals negative emotions towards peers, sometimes adults, is often rude, negative and unrestrained. The overall results are presented in table 1.

Table 1. Indicators of the preschoolers’ sustainable, responsible behaviour development to the negative manifestations at the experimental stage.

Groups of children	Total number	Levels		
		High	Average	Low
Experimental group	62	17.5	48.2	34.3
Control group	58	22.4	49.3	28.3

The experiment results presented in table 1 indicate significant positive changes in developing a sustainable and responsible attitude towards preschoolers negative behaviours during interpersonal communication in the preschools. The obtained data allow stating positive results of the proposed preventive measures.

Therefore, attention has been paid to the organization of educational and preventive measures to develop a sustainable and responsible attitude towards negative behaviours in preschoolers during interpersonal communication. In particular, preschoolers participated in psychological interventions, which included sketches, exercises, games aimed at developing and correcting various aspects of the child’s psyche, both cognitive and emotional sphere. In addition, conducted activities proved to be effective by the fact that the classes were based on problem situations in children life (humiliation from peers, fighting, profanity, misconduct, etc.). Such work stimulated the child’s interest in their inner world. In addition, they learned to

analyze their actions to identify positive and negative character traits.

We applied preventive pedagogical technologies due to which the preschoolers learned to influence their own life, acquired the ability to establish constructive relationships with others and improved themselves while researching. Therefore, those gaming technologies that develop the ability to solve creative assignments based on choosing alternative options prevailed.

The experiment results have been characterized based on the objective evaluation of the qualities under study and the changes in the development of a sustainable and responsible attitude towards preschoolers negative behaviours during interpersonal communication, as well as application of levels of its development in senior preschoolers according to the outlined criteria and their indicators at each stage of the experiment.

The analysis of the obtained data suggests that the experiment has positively influenced the development of the quality under study (table 2).

Table 2. Indicators of the preschoolers' sustainable, responsible behaviour development to the negative manifestations at the generalised stage.

Groups of children	Total number	Levels		
		High	Average	Low
Experimental group	62	53.4	31.2	15.4
Control group	58	27.4	44.5	28.1

It must be noted that in the control group, where a preschoolers' sustainable and responsible attitude towards negative behaviours during interpersonal communication was not purposefully developed, one can observe positive changes in negative behaviours. However, the level of development of the quality understudy in the control group is significantly lower (27.4) than in the experimental group (53.4), where experimental work was purposeful and systematical, necessary conditions were created to develop a preschoolers' sustainable and responsible attitude towards negative behaviours during interpersonal communication.

Therefore, the data in table 3 show the dynamics of changes in the studied quality in preschool children experimental group at the experimental and generalizing stages of the study.

Table 3. Dynamics of changes of experimental and generalizing stages of research of experimental group (in %).

Levels	Experimental stage	Generalizing stage
High	17.5	53.4
Average	48.2	31.2
Low	34.3	15.4

The data in table 3 show that the number of older preschoolers with a high level of studied quality development has almost tripled (35.9); the number of children with a low level of this quality development decreased by 18.9. It indicates that the content of the experimental work corresponds to the goal and objectives and their effectiveness. The results of the generalized stage of the experi-

ment showed that the number of older preschoolers with a high level of formation of the studied quality increased significantly (17.5 of experimental group children – at the experimental stage and 53.4 at the generalized stage), and significantly reduced the number of children with low levels of education. This quality (34.3 of children experimental group at the beginning of the experiment and 15.4 – at the end of the experiment). These data indicate the positive dynamics of the studied quality development, which proves the effectiveness of the research work.

5 Conclusions

In the research the peculiarities of negative manifestations in the older pre-schoolers' behaviour have been analysed which allowed determination the content of preventive pedagogical work to form responsible behaviour to negative manifestations in preschool children in intersubjective interaction with selected forms, methods and means of preventive pedagogical work; support for teachers and parents on pre-schoolers' preventive education.

The results of the study show to prevent older preschoolers' negative behaviour it is necessary to take effective measures to promote children constructive behaviour in interpersonal interaction; to adhere to the continuity and consistency in the conduct of diagnostic and prognostic, preventive, educational work in preschool and primary schools; to provide advisory support to teachers and parents on preventive education of older preschoolers at the level of cooperation; to introduce training of all subjects of preventive pedagogical activity for qualified implementation of preventive and corrective work.

The study demonstrates the feasibility of preventive pedagogical work to prevent children negative behaviours. It is a necessary area of psychological and pedagogical work with children, which has its specifics, characterized by content, tasks, as well as prerequisites for parental education and vocational training.

Prospects for further research are the study of the partnership between the preschool institution and the family in organizing preventive pedagogical work with preschoolers.

References

- [1] L. Cavalcanti, *Prevention of drug abuse through education and information: an interdisciplinary responsibility within the context of human development*, Vol. 1 of *Preventive Education Series* (UNESCO, Paris, 1994), <https://unesdoc.unesco.org/ark:/48223/pf0000098187>
- [2] A.P. Smancer, E.M. Rangelova, *Osnovy preventivnoy pedagogiki* (BGU, Minsk, 2014), <https://elib.bsu.by/handle/123456789/96991>
- [3] V.M. Pryhodko, *Vykhovna robota v shkoli* pp. 2–29 (2006)
- [4] S.A. Belicheva, *Preventivnaia psikhologiiia v podgotovke sotcialnykh pedagogov i psikhosotcialnykh*

- rabotnikov (Preventive Psychology in Social Teachers and Psychosocial Workers' Training)* (Piter, 2012)
- [5] L.V. Kondrashova, *Preventivnaia pedagogika (Preventive Pedagogy)* (Vyshcha shkola, Kyiv, 2005)
- [6] V.M. Orzhekhovskaia, *Preventivnaia pedagogika – novaia filosofii vospitaniia*, in *Preventivnata pedagogika kato nauchno poznanie: Sb. nauch. st. mezhdunar. nauch.-prakt. konf., 1–5 sent. 2003 g.* (Sofiski un-t „Sv. Klementiia Okhridski”, Sofia, 2003), p. 22–27
- [7] T.D. Kochubei, Y.F. Savrii, *Innovative Pedagogy* **22**, 83 (2020), <https://doi.org/10.32843/2663-6085/2020/22-2.18>
- [8] L. Ishchenko, O. Melnykova, *Psychological and Pedagogical Problems of Modern School* **1**, 72 (2020), [https://doi.org/10.31499/2706-6258.1\(3\).2020.204121](https://doi.org/10.31499/2706-6258.1(3).2020.204121)
- [9] O. Melnykova, *Pedahohichnyi chasopys Volyni* **4**, 24 (2017), <http://evnuir.vnu.edu.ua/handle/123456789/13620>
- [10] G.J. Botvin, *Prevention Science* **5**, 69 (2004), <https://doi.org/10.1023/B:PREV.0000013984.83251.8b>
- [11] D.C. Gottfredson, T.D. Cook, F.E.M. Gardner, D. Gorman-Smith, G.W. Howe, I.N. Sandler, K.M. Zafft, *Prevention Science* **16**, 893 (2015), <https://doi.org/10.1007/s11121-015-0555-x>
- [12] A.R. Pisani, P.A. Wyman, D.C. Mohr, T. Perrino, C. Gallo, J. Villamar, K. Kendziora, G.W. Howe, Z. Sloboda, C.H. Brown, *Prevention Science* **17**, 765 (2016), <https://doi.org/10.1007/s11121-016-0664-1>
- [13] V.P. Zeleeva, E.G. Shubnikova, *International Journal of Environmental and Science Education* **11**, 2015 (2016), <http://files.eric.ed.gov/fulltext/EJ1114461.pdf>
- [14] L.E. Orban-Lembryk, *Sotsialna psykholohiia (Social psychology of personality and communication)*, Vol. I. *Sotsialna psykholohiia osobystosti i spilkuvannia (Social psychology of personality and communication)* (Lybid, Kyiv, 2004)
- [15] T.Y. Fedorchenko, M.N. Potapova, *Rannia profilaktyka deviantnoi povedinky molodshykh shkoliariv (Early Prevention of Deviant Behaviours in Primary Students)* (AA Tandem, Zaporizhzhia, 2004)
- [16] V. Battistich, *Journal of Research in Character Education* **1**, 1 (2003), <https://www.proquest.com/openview/9a494e94aaab518ad862260e49abab7a/1?pq-origsite=gscholar&cbl=27598>
- [17] P. Conrad, *Identifying Hyperactive Children: The Medicalization of Deviant Behavior*, 2nd edn. (Routledge, 2017)
- [18] C.H. Qi, A.P. Kaiser, S. Milan, *Journal of Early Intervention* **28**, 97 (2006), <https://doi.org/10.1177/105381510602800202>
- [19] C.V. Izzo, E.G. Smith, M.J. Holden, C.I. Norton, M.A. Nunno, D.E. Sellers, *Prevention Science* **17**, 554 (2016), <https://doi.org/10.1007/s11121-016-0649-0>
- [20] Z.Y. Zadeh, J. Jenkins, D. Pepler, *International Journal of Behavioral Development* **34**, 218 (2010), <https://doi.org/10.1177/0165025409350953>
- [21] J.S. McCrae, *Journal of Emotional and Behavioral Disorders* **17**, 17 (2009), <https://doi.org/10.1177/1063426608319141>
- [22] C. Webster-Stratton, M.J. Reid, M. Hammond, *Journal of Clinical Child & Adolescent Psychology* **30**, 283 (2001), https://doi.org/10.1207/S15374424JCCP3003_2
- [23] K. Pryor, *Don't Shoot The Dog! The New Art of Teaching and Training* (Bantam, New York, 1999)
- [24] C.M. McWayne, in *Foundational Aspects of Family-School Partnership Research*, edited by S.M. Sheridan, E. Moorman Kim (Springer International Publishing, Cham, 2015), pp. 105–124, ISBN 978-3-319-13838-1, https://doi.org/10.1007/978-3-319-13838-1_6
- [25] E. Owens, G. Ring, *Journal of Family Issues* **28**, 827 (2007), <https://doi.org/10.1177/0192513X06296673>
- [26] E.G. Shubnikova, A.N. Khuziakmetov, D.P. Khanolainen, *Eurasia Journal of Mathematics, Science and Technology Education* **13**, 5261 (2017), <https://doi.org/10.12973/eurasia.2017.01001a>