

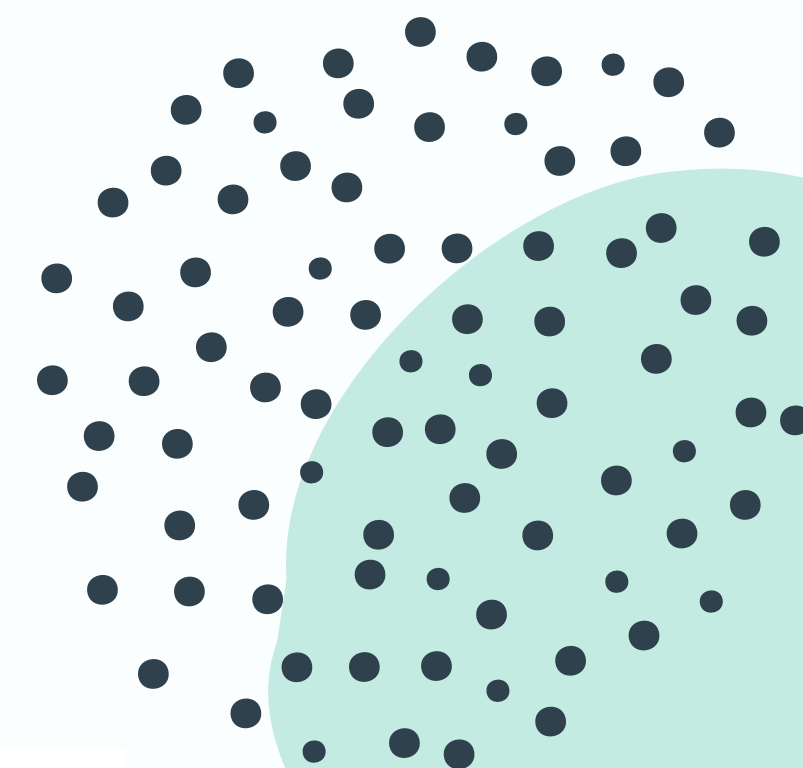


**SELF-REGULATION RESEARCH ANALYSIS AS A  
PART OF ERASMUS+ PROJECT  
„SMILE-DEVEPMENT OF SOCIAL, MATH AND  
LANGUAGE COMPETENCIÉS WITH  
DEVELOPMENT OF EMOTIONAL INTELLIGENCE”**

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**Erasmus+**



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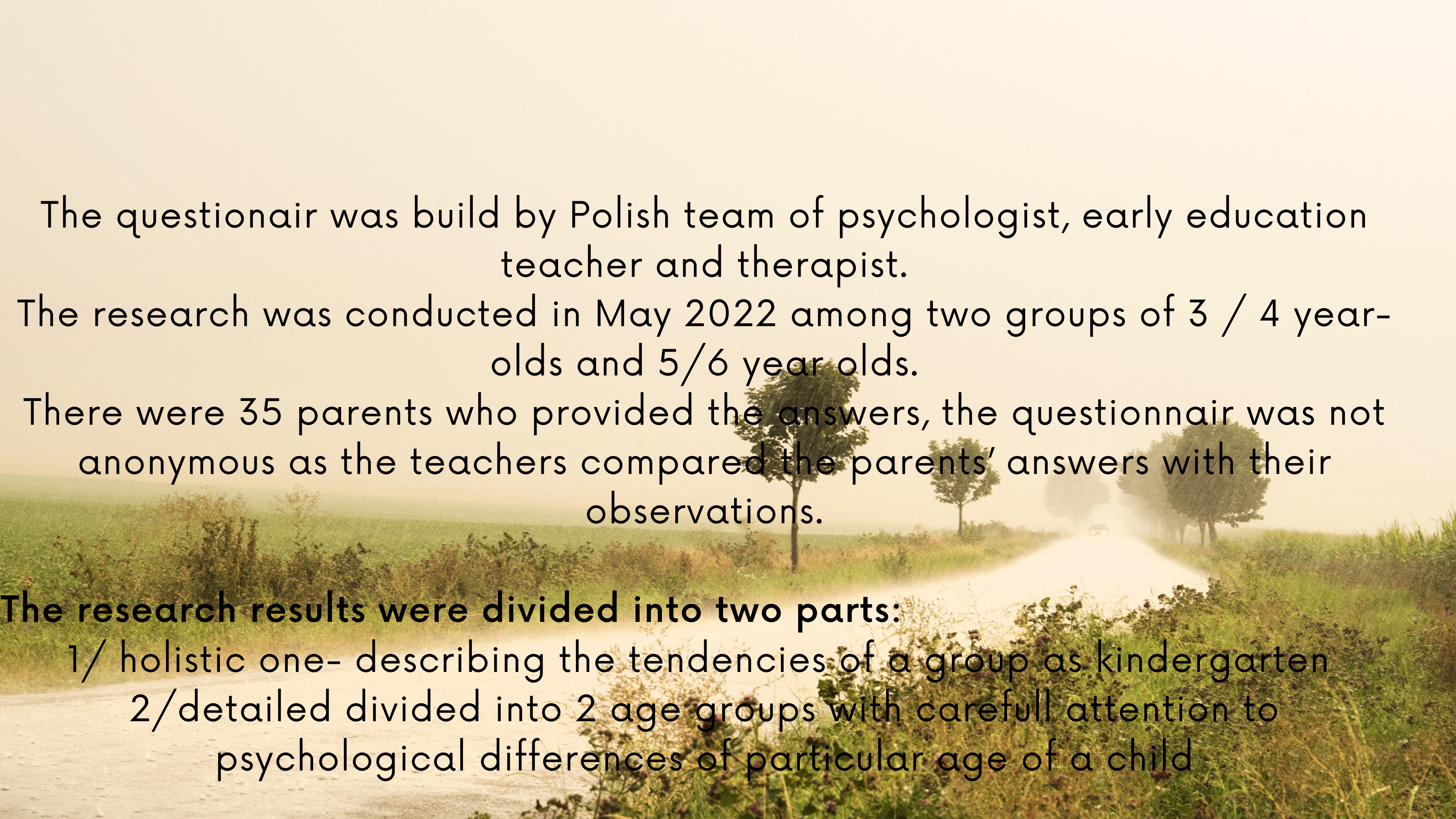
The research is part of Erasmus+ "SMILE- development of Math, Social and language competences with development of emotional intelligence"

The aim of the research is to:

- analyse the stage of children development
- planning project actions which will result in supporting children in proper development of self-regulation among children.
- The results will also give a direct material to be used to create the products of the project in the shape of the Book of Emotions and art. shows
- provide the tools to work with children.





The background of the slide is a soft-focus photograph of a rural landscape. A dirt road or path winds through a field of tall grasses and wildflowers. In the distance, a few trees stand against a hazy, light-colored sky, suggesting a misty or early morning atmosphere. The overall tone is calm and natural.

The questionair was build by Polish team of psychologist, early education teacher and therapist.

The research was conducted in May 2022 among two groups of 3 / 4 year-olds and 5/6 year olds.

There were 35 parents who provided the answers, the questionnair was not anonymous as the teachers compared the parents' answers with their observations.

**The research results were divided into two parts:**

- 1/ holistic one- describing the tendencies of a group as kindergarten
- 2/detailed divided into 2 age groups with carefull attention to psychological differences of particular age of a child



## CONCLUSIONS

The image of parents concerning emotional intelligence, social functioning of children is different from the teacher's observation of a child in the peer group.

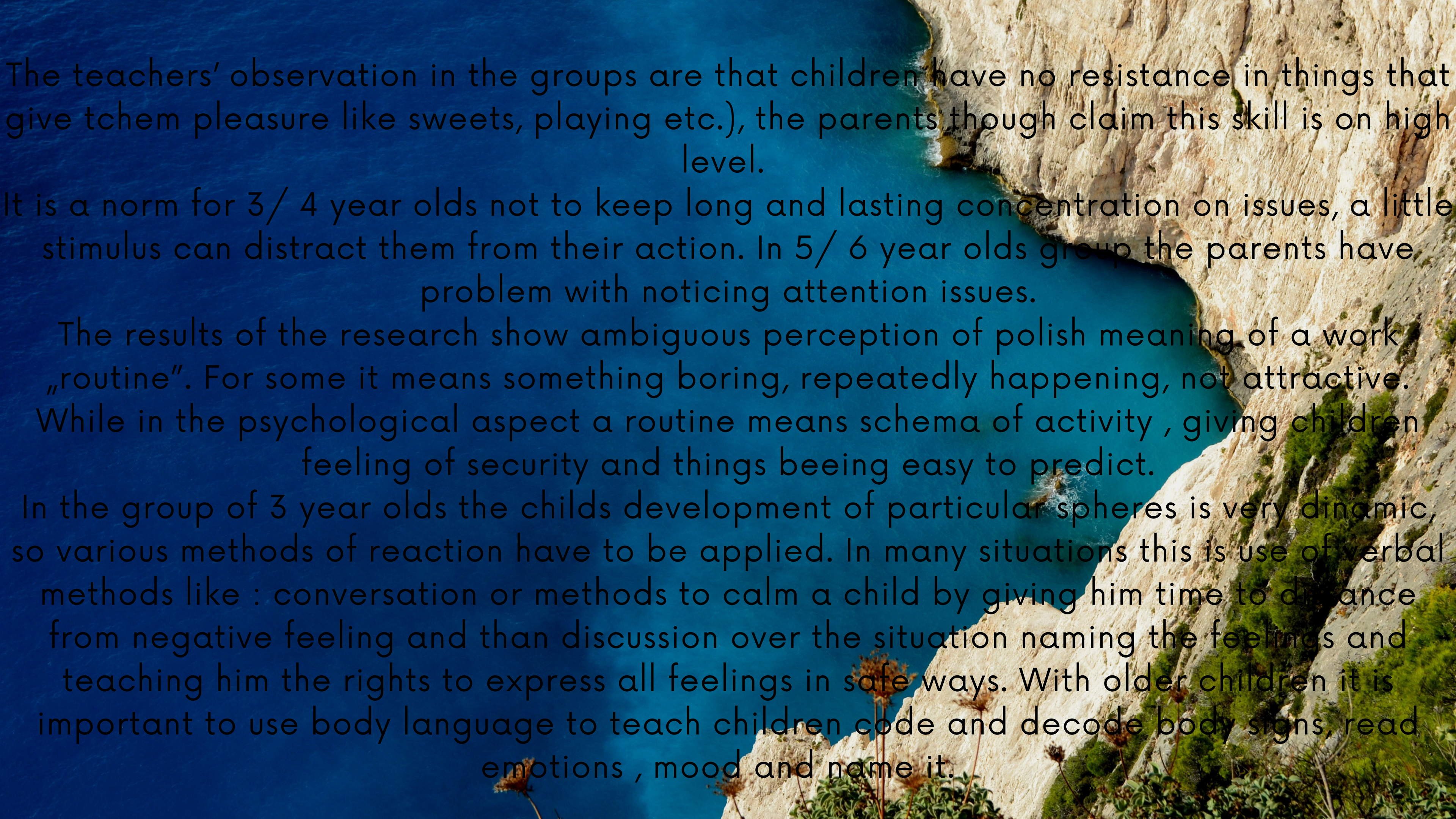
The children perceived as shy in the peer group in parent's presence open, speak full sentences, not only shortly answering the questions.

In the sphere of consequence the parents have difficulties to define if the children are aware of them and consciously notice their importance for coming events.

According to age norm the children react with anger or frustration if things do not go their way, this is the symptom of building their identity.

It is also stage in the child's emotional development, that 3/4 year olds do not draw direct conclusions from their mistakes and deeds. High level of emotional intelligence and maturity allows the child to forecast possible consequence and not to do things or stop it.





The teachers' observation in the groups are that children have no resistance in things that give them pleasure like sweets, playing etc.), the parents though claim this skill is on high level.

It is a norm for 3/ 4 year olds not to keep long and lasting concentration on issues, a little stimulus can distract them from their action. In 5/ 6 year olds group the parents have problem with noticing attention issues.

The results of the research show ambiguous perception of polish meaning of a work „routine“. For some it means something boring, repeatedly happening, not attractive. While in the psychological aspect a routine means schema of activity , giving children feeling of security and things being easy to predict.

In the group of 3 year olds the child's development of particular spheres is very dynamic, so various methods of reaction have to be applied. In many situations this is use of verbal methods like : conversation or methods to calm a child by giving him time to distance from negative feeling and than discussion over the situation naming the feelings and teaching him the rights to express all feelings in safe ways. With older children it is important to use body language to teach children code and decode body signs, read emotions , mood and name it.

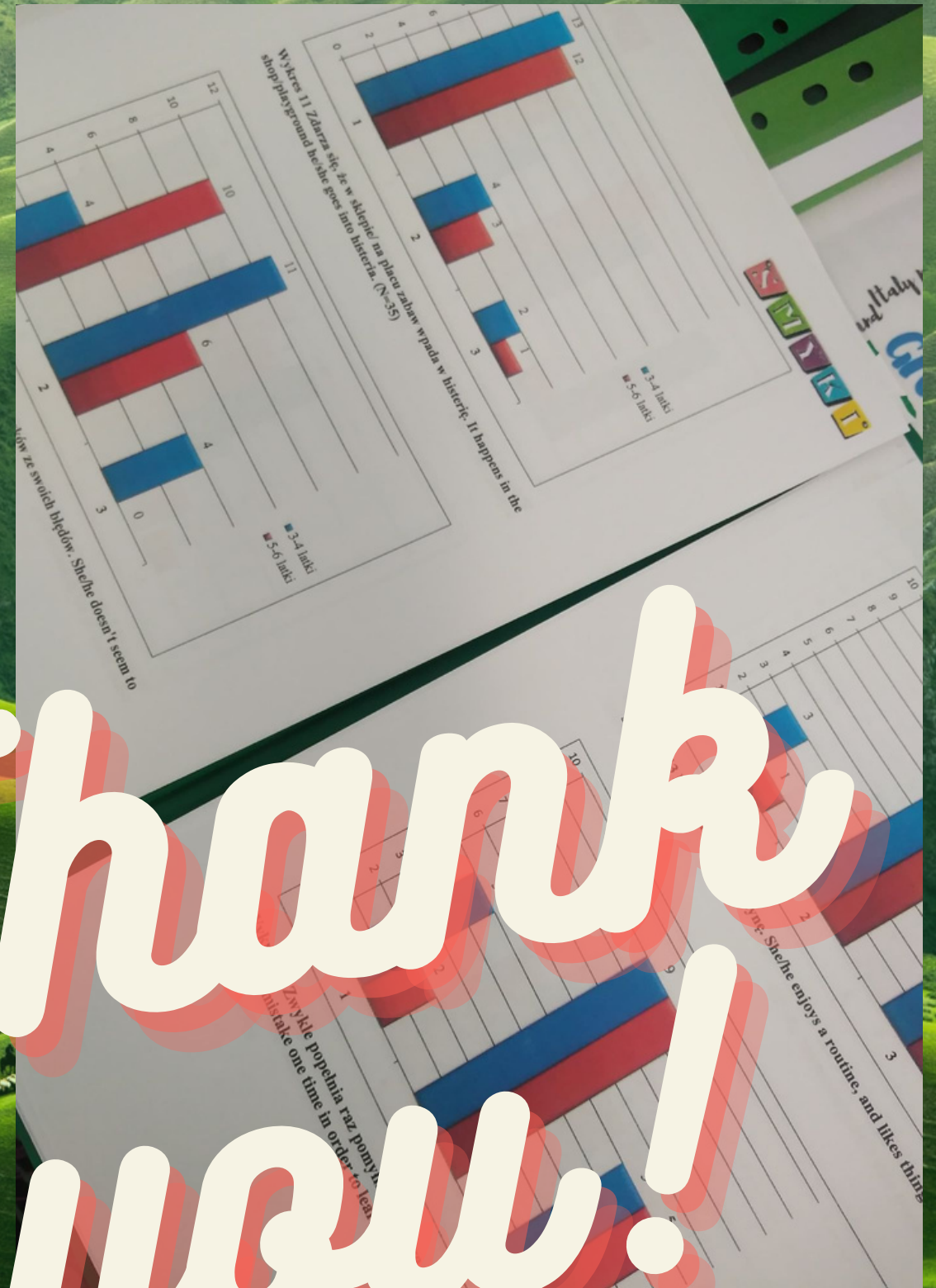
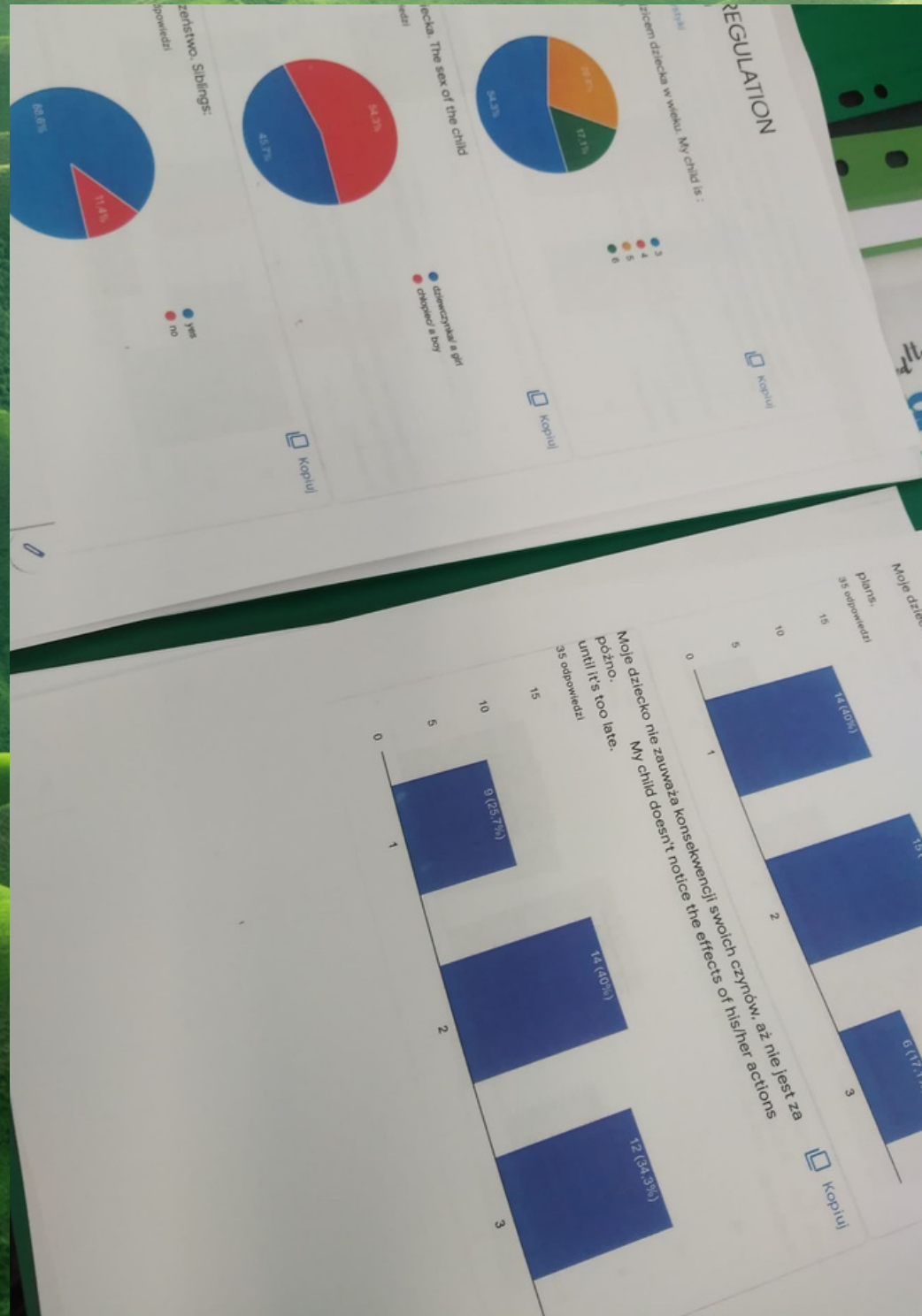


## RECOMMENDATIONS:

On the basis of data gathered it is important to strengthen the need to explore new surrounding world, not to quench enthusiasm and give possibility to make mistakes. It is important to create new, unexpected situations to children, to avoid routine, create situations that may cause hysteria, teach them how to behave in public places- that it is good to show emotions but in acceptable manner. The child has to make mistakes and fail, the role of parent and teacher is to show consequence. The attention has to be practiced, the stimulus can not disturb action, but after getting distracted a child should carry on their action. Implement the methods of work to trigger emotional intelligence development but also support parents in the aspect of awareness of stages of child development.







Thank you!