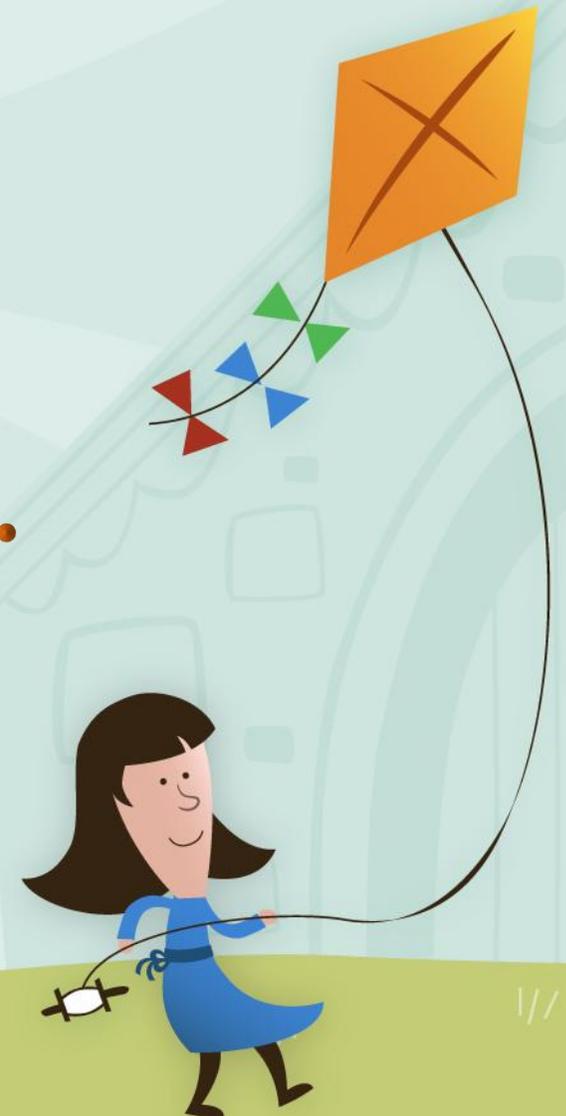


EFPTA
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**«Psychology for children:
“Know yourself and others”.**

Professor Raisa Chumicheva
Associate Professor Anna Reznichenko



Order of Society and the Needs of the Individual

- Trends in global educational space
- The Bologna Agreement on competence approach in education
- Federal State Educational Standards of Russia
- Multinational multicultural educational space of Russia
- The need of the individual to live in a safe society
- The interest of the individual to know their image of "I" and other images of "I"
- The need of a personality in communication



Levels of education and their requirements

Preschool and School Education

- socio-communicative development,
- formation of tolerant attitudes,
- development of respect for the culture and traditions of another nationality



Higher Education

- formation of communicative skills, ability to talk in mother tongue and foreign languages,
- development of social competencies, the ability to understand the other person



Preschool Education

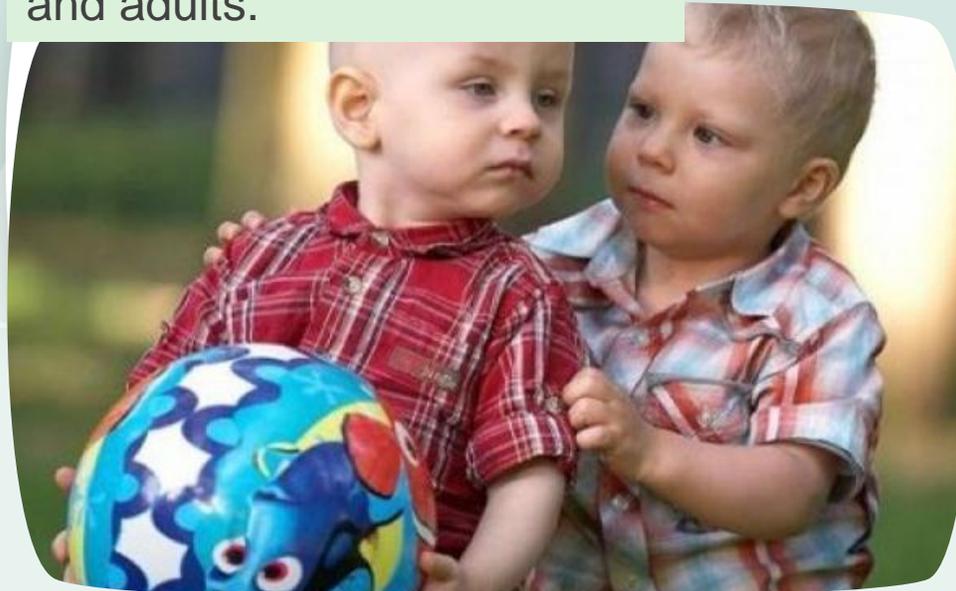


Section 1: You and I

Program and technology of self-knowledge - "know your image and the image of the other " I ". The program is implemented at the level of preschool education and it is mastered in undergraduate University level.



Section 2. Rules and standards of life of children and adults.



Section 3. Secure communication and behavior.

The objectives of the programme



1. The formation of primary beliefs about myself, about other.
2. Development of methods of self-regulation and safe behaviour.
3. Formation of a positive willingness to dialogue with peers in a multinational environment.
4. Development of speech communications and means of a tolerant and safe communication and interaction with peers.



Expected Results



- - possession of humane cultural ways of communication and socializing;
- - knowledge about themselves, about the social world in which they live;
- - ability to empathize, to rejoice in the success of others and kindly refer to self and others;
- - the ability to negotiate, take into account the interests and feelings of others, resolve conflicts through dialogue;
- - ability to adequately understand and assess themselves, their actions, explain on their own actions and conduct;
- - ability to follow rules and social norms.

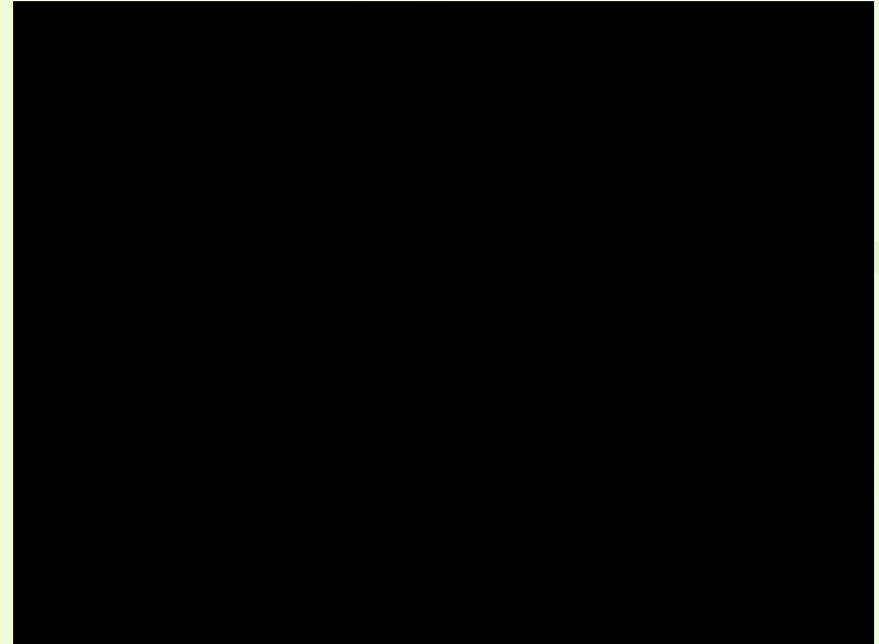


Raisa Chumicheva

Technology of development of "I" and "You" images understanding

Purpose:

- development of reflection, skill to know oneself and others, ability to understand the others, empathize and rejoice with them.



Dialogue:

- Tell us what you've learned from this video about a child?
- What can you understand from the children's mimicry?
- What do the gestures and postures say?
- What can you understand from the intonations?
- Could you comment on the communication of the kids?
- What have you learned about yourselves when you studied the children?

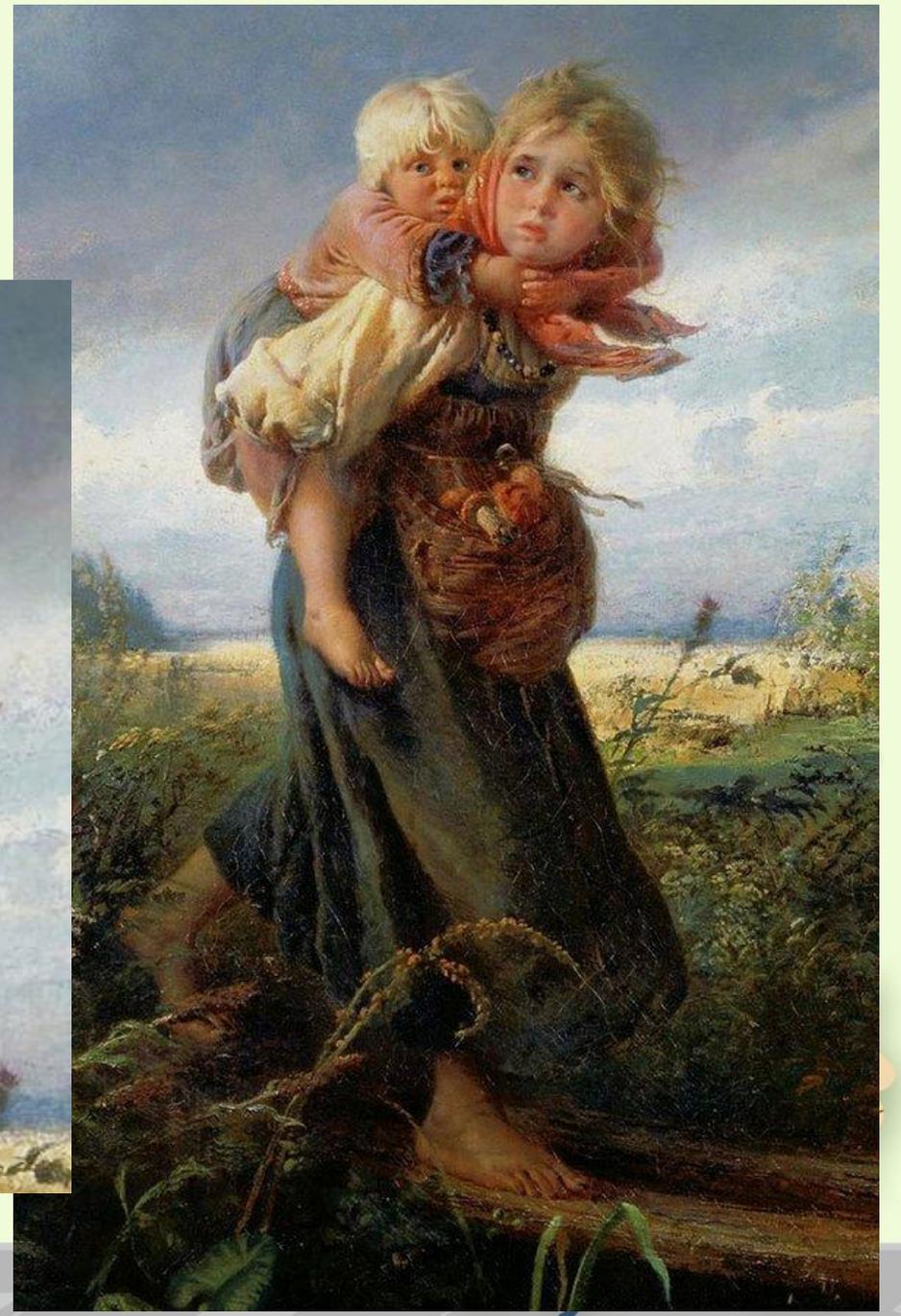


Journey behind the Mirror



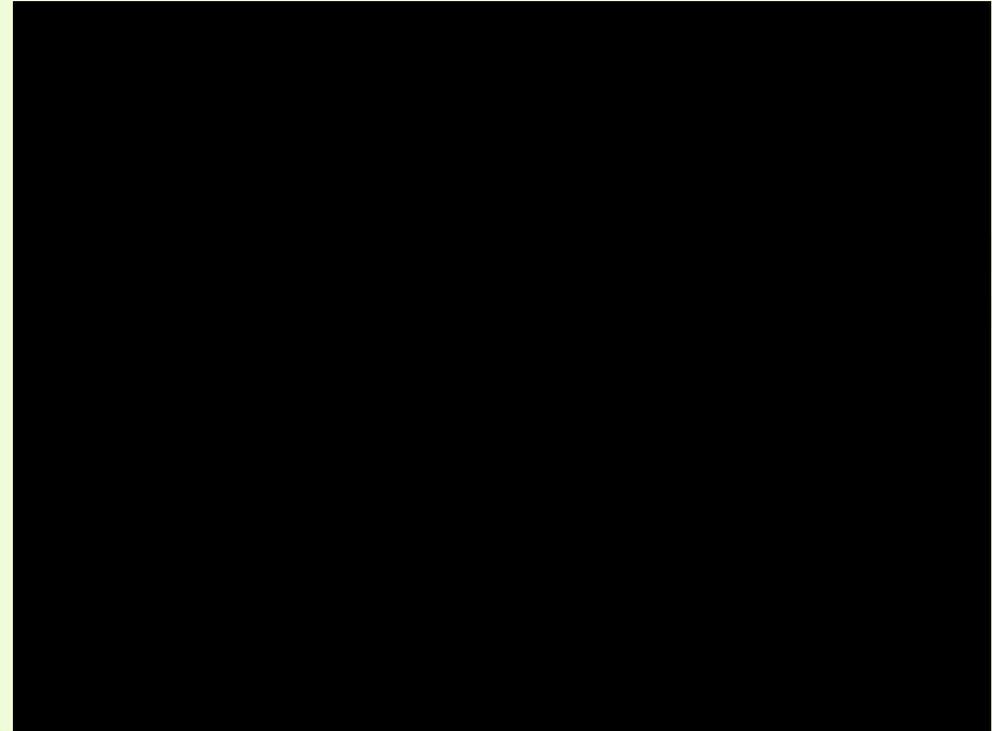
1. Look in the mirror and take a journey into the world of "I".
2. I will ask the same question to each of you. The one who is asked, answers, looking in the mirror.
3. All the others should write down the answers.
4. Let us begin: "Who are you?" (The question is addressed several times to one person).
5. What have you learned about this person?
6. What have you learned about yourself when you've heard the answers ?
7. What have you learned about yourself looking in the mirror?
8. Lets count who has got more answers to this question.
9. Result : greater variety of answers of one person is a measure of the creative self.

V. Makovsky.
**Children running from the
thunderstorm**



Travel along with the artist in the world of the other " I ".

1. What can you say about the children's feelings?
2. Why do they have this face expression?
3. How did the artist express the feelings of the children?
4. Have you ever experienced anything like that?
5. Describe the situation.
6. Why were you scared?
7. How did you overcome the fear?
8. How can you help someone who's scared?



Journey along with the writer in the world of the other " I ". L.N. Tolstoy. Two comrades.

- Once two comrades were walking in the woods
- Suddenly a bear appeared. One of the boys ran away, climbed up a tree and hid, while the other one remained on the road. He could only pretend dead – he fell on the ground and didn't move.
- The bear approached him and began to sniff him, the boy stopped breathing.
- The bear sniffed his face, thought he was dead, and walked away.
- When the bear left the other boy came down from the tree laughing.
- What did the bear tell you in your ear? he asked
- He told me that people who leave their friends in need are bad people, was the answer.



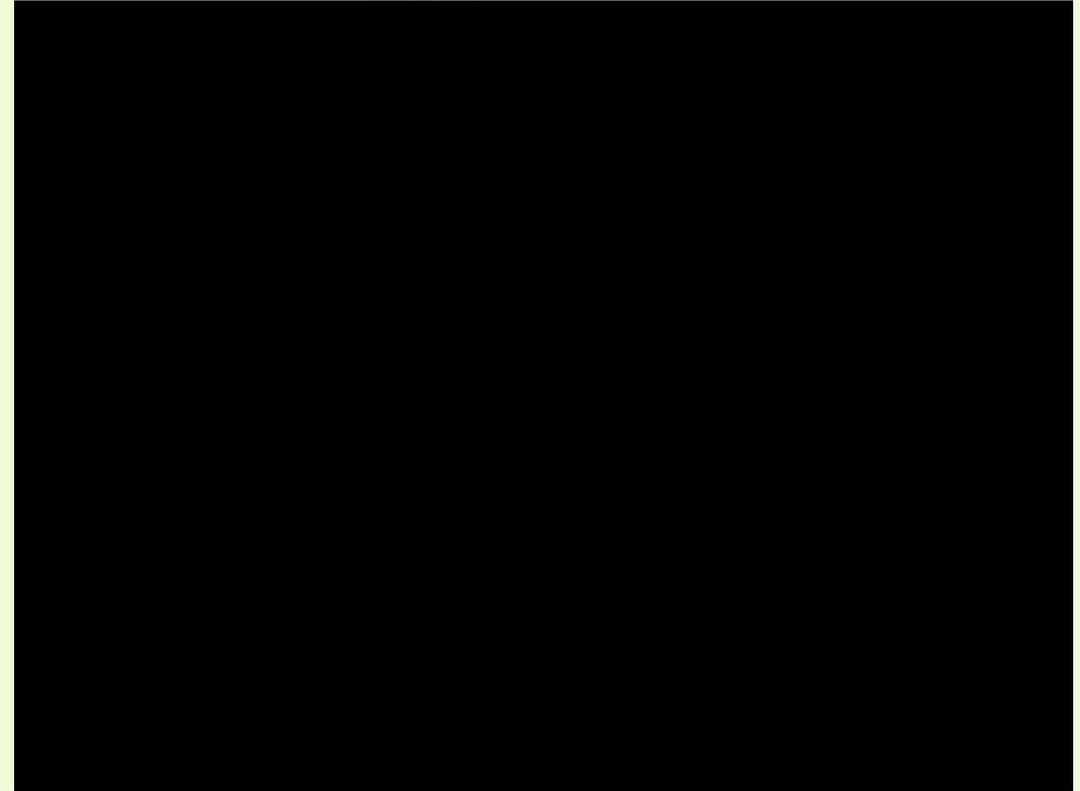
Journey along with the writer in the world of "the other" I ". L.N. Tolstoy. Two comrades

1. What have you learned about the boy who climbed up the tree?
2. What have you learned about the boy who fell on the ground and didn't move?
3. Talk to this boy and tell him what you think:
 - «I think you're doing it because you are ..»,
 - Tell him: «I also did like that when I ...»



Video – children working with masks

- Creative assignment: work in pairs, learn feelings.
- Distribute drawings of faces with emotion.
- Describe facial expressions, emotions, feeling.
- Read out your descriptions.
- Whose description is more precise?.



"The secret language of childhood" (gestures, sounds, facial expressions, objects)

1. Tell us something about yourself with the help of gestures, sounds, facial expressions, objects.
2. Lets try to guess what you've told us
3. Name two winners of this contest:
 - a) who was the best to encrypt the information on "secret language",
 - b) who was the best to decipher "secret language"



Theatre of masks and behaviour (literary, fiction, picturesque, beautiful and horrible, etc.).



Divide into two groups

1st group takes the mask comes up with behaviours, feelings, emotions and then shows them.

2nd group are experts: they learn the masks, define the behaviors, emotions, and feelings.

The experts fix everything in the protocol and decide who is the most creative.

Then the groups swap their roles.

Winners are chosen based on the protocol analysis.



Group Reflection



What have you learned about your image of “I”?

What new have you discovered in the image of other “I”?

What have you put into your professional portfolio?

According to Russian psychologist L S Vygotsky, every child needs “emotional patting”

For what each of you could “emotionally pat” yourself?



Anna Reznichenko.

Technologies of formation of safe (tolerant) communication and conduct experience in multinational environment.

Dialogue:

What is the difference between these children?,

What is similar in these children?,

What language do these children speak?

How can you begin to communicate with them, if you do not know their language?



Game: We are different and similar



Cards with details of national costumes are given to the participants.

The task is to find two elements of a national costume.

The next task is to find similarities and differences in the dances of different nations.



Video: Greetings of people of different nationalities.

Dialogue:

1. What unites people of different nationalities?
(Ability to welcome).
2. Can the ability to welcome each other create a situation of conflict?
3. In what circumstances may a conflict arise?
4. How can one avoid a conflict?
5. Demonstrate how you can greet other people?
6. What is acceptable and can be done and what is not acceptable and cannot be done in the process of greeting?



Game «Mask, I know you».



- It is proposed that one person chooses a mask from the wonderful bag and wears it.
- The second person describes: "This is a person from hot countries by the sea. Very mobile. Loves hot dancing to this music (Melody sounds). When he\she revolves around themselves during the dance their skirt swirls like a pancake.
- The third person wears a blindfold and he has to understand from a description what national culture is presented by the mask



Problem-search spoken predictions

- How have the children solved the conflict?
- Why did they act in that way?
- How did you respond when you were hurt?
- Try to make up with your friend.
- How can a conflict be avoided?
- I met a peer who doesn't understand my language, but I want to ask him about where something is? Help, please, how this can be done?



Interactive National Club “We want to Discuss....”



1. «We want to discuss why people don't understand each other». Why? What do you think?

2. «We want to discuss “the magic hand” of a person». What can it say about him\her?

3. «We want to discuss safe gestures and means of communication in unfamiliar environment». What are they? Can you tell us and show?



Personal Reflection

- Write or draw personal success of my "I" among other multinational "I"s.



Thank you for your attention!

