

**THE RISKS OF ACTIVITIES OF PRESCHOOL CHILDREN:
FEATURES, CAUSES, PREVENTION**

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Abstract: *The article reveals the concept of "risk" in psychological and pedagogical research. The authors consider different interpretations of the concept of the word risk. The features of risky actions of preschool children in the educational environment are described. The authors write about the preventive activity in the preschool educational environment as a prevention of the occurrence of risky actions in preschool children. The "risk" is determined by individual personality characteristics, which are determined by the age, gender and social factors, which determines both risky behavior and risky activities. In the article, the authors consider the manifestations of children's activity that lead to risk, pose a danger to children due to their age and psychological characteristics. The motives of risks are considered. In the article special attention is paid to digital technologies in the development of preschool children, the advantages and disadvantages are considered. For our study, this position is very significant in determining risk because it is associated with risky activities of children. It is in a situation when it is uncertain for them and they have to make a choice and assess their capabilities, in which a certain risk is inherent. If a child has low self-esteem under the wrong or harsh influence of an adult, the hour will come when the child will risk trying his strength or opportunities to resist the community with a risky activity. Parents and teachers face a significant task: creating effective conditions for the prevention of reducing stressful situations for a child in the family and educational organizations. The main types of preventive activities in the preschool educational situation are presented. The purpose of the research and research methods are described.*

Key words: *risk, risky activity, risky action, prevention in early childhood.*

Introduction

In modern conditions of digitalization of education, the problem of risk and risky activities of children who independently use digital means – games in virtual space are being actualized. The analysis of the concept of "risks" in psychological and pedagogical research allowed to identify its characteristics, identify possible negative and positive aspects that can be taken into account in the process of designing psychological and pedagogical support for the development of a child in a digital environment and prevention of risky activities of preschool children.

For our study, this position is very significant in determining risk because it is associated with risky activities of children. It is in a situation when it is uncertain for them and they have to make a choice and assess their capabilities, in which a certain risk is inherent.

Let's consider different interpretations of the concept of "risk".

According to A.V. Shabolt, the concept of the "risk" includes such meanings as "chance", "opportunity", "danger", "loss", revealing negative and positive meanings of risk [10]. Risk, according

to V.A. Petrovsky, is a measure of the expected disadvantage in case of failure in activity; it is a situation of choice between two possible options of action [8].

O. Renn identifies four semantic images of the risk: as an imminent danger, an accidental threat that causes unpredictable actions; an invisible threat to health and well-being; the cost-benefit ratio; people's desire to feel at risk, the desire for thrills [17].

A.P. Algin studies the risk as "an activity associated with overcoming uncertainty in a situation of inevitable choice, during which it is possible to quantify and qualitatively assess the probability of achieving the intended result, failure and deviation from the goal" [1, p. 19]. Risk is not a descriptive characteristic of a situation, but an evaluative category associated with a person's action, his assessment — "self-assessment" [9, p. 23].

Research

The purpose of the study is to study the manifestations of risky actions of children of the 7-th year of life who are in preschool educational organizations (kindergartens).

The objectives of the study were:

1. To study the problem of risk as a factor that changes the behavior and activity of children.
2. To establish the reasons for risky actions, behavior and activities of children described in the studies.
3. To identify risky actions of children of the 7-th year old as a prerequisite for the appearance of risky behaviors and activities in high school age.
4. Outline preventive activities to prevent and correct risky actions of preschoolers.

The following research methods were used:

content analysis of scientific articles, which made it possible to define the concept of "risk", its features of manifestation and factors of occurrence; methods of pedagogical observation and analysis of behavior and manifestations of children's actions in child-parent relationships, systematization of the data obtained; method of designing types of preventive activities to prevent risky actions at an early stage of child development – in preschool childhood.

For our study, this position is very significant in determining risk because it is associated with risky activities of children. It is in a situation when it is uncertain for them and they have to make a choice and assess their capabilities, in which a certain risk is inherent. If a child has low self-esteem under the wrong or harsh influence of an adult, the hour will come when the child will risk trying his strength or opportunities to resist the community with a risky activity.

P.G. Galuzo notes that negative assessments, inconsistency of parents' demands, authoritarian upbringing of children increases their propensity to risky actions [3, p.158]. Examples of such manifestations are not only an early test of smoking, alcohol, but also suicide, self-harm or others.

Parents, by their actions and words, create a stress situation for children, which gives rise to feelings of guilt and helplessness in the child, leads to depressive disorders and aggression [13; 14]; and the child in a stressful situation uses various forms of risky behavior [18; 15]. Parents and teachers face a significant task: creating effective conditions for the prevention of reducing stressful situations for a child in the family and educational organizations.

Risk readiness is determined by individual personality characteristics, which are determined by age, gender and social factors, which determines both risky behavior and risky activities [5]. R. Kettel noted that the risk is associated with "impulsivity" [12, p. 162]. Observations of preschool children, who are characterized by age-related impulsivity and a reduced level of volitional self-regulation, allowed us to state that 15% of older preschool children are prone to risky actions: climb a tree, garage roofs, experiment with unknown objects, swing on a swing standing and not holding on to ropes, not wearing seat belts, etc.

Sometimes children have no sense of danger, they do not know what is harmful, what is good for them. There are examples in the literature that children do not calculate their strength and can jump from tree branches, as cartoon characters do. Unfortunately, there are cases when children fall out of the window.

The state educational standard of preschool education of the Russian Federation emphasizes about safety, this is an important educational area at the present stage.

This suggests that as independence is acquired and the skills of volitional self-regulation are not formed, risky actions in children of primary school age are transformed into risky activities: with gasoline, cartridges, chemical reactions, etc., which damages the child's health, and sometimes life. Our observations are confirmed by the research of M. Zuckerman, who emphasized that vivid strong feelings, the need to achieve success, to learn new things acts as a powerful excitement and incentive to search for new experiences, novelty and the desire for dangers [19, p. 309].

The younger child, his curiosity in discovering the secrets of the world, the stronger the craving for gaming activities by means of a gadget or tablet, which sometimes turns into a gaming addiction. The timely recognition of risk motives by adults creates prerequisites for preventing the appearance of risky activities in the future.

According to V.A. Petrovsky, "three types of motives encourage a person to take risks: the desire to overcome difficulties, the desire for the unknown, the desire for danger" [7, p.36].

In a transformed world, digitalization is an essential factor for the emergence of risky activities, which undoubtedly brings significant benefits for the development of civilization, but it also hides dangers for the development of young children. Such dangerous factors are digital games that provide opportunities and chances of winning associated with certain risks. The child is impulsive and ready to take risks for the sake of winning, and any loss becomes a tragedy for him, an incentive to repeat the game, to take another risk with the hope of a long-awaited victory in the game.

A recurring situation leads a child to choose a risky behavior model, and subsequently to risky activities, if only such processes take place outside the field of view of an adult (parent, teacher). A.K. Osnitsky paid special attention to two factors that cause risky behavior of a child from early childhood - the dictate of parents, encouraging the child to assert himself in unreasonable ways, as well as alienation from the child with tablets, mobile phones [6].

In a pandemic situation, these two factors have increased their impact on the child, changing the nature of the relationship not only in the parent-child system, but also in the emergence of a new model of behavior of a "risky", risky type of activity. In the hands of a child, a more attractive means of communication appeared in comparison with an adult, it became a bright competitive compared to a parent, as it allowed the child to control it, made it independent of an adult. Under the influence of the child's hand, unexpected images began to appear, stunning actions of the characters that fascinate, stun his imagination. But at the same time, digital means begin to change the mental and physical development of a preschooler very quickly, generating impulsive behavior, aggressiveness in case of restriction and withdrawal of mobile devices from the hands of a child.

Digital means stimulate hedonistic motives in a child (curious, pleasure, thrills) and hyperactivation of behavior (to be bolder, more confident, noticeable, significant) [4]; transform the limbic system, enhance dopamine metabolism, stimulate the attractiveness of emotionally intense events, which determines the appearance of risky actions earlier. Scientists state that disorders of the nervous system, minimal brain dysfunction in the prenatal period of a child's development led to a disorder of behavior and emotions of children at an early age; establish a link between psychopathological changes and risky behavior of a child, proving that ignoring the symptoms and condition of the child's nervous system in early childhood, thereby we adults cause the appearance of various forms of risky behavior [11].

The children of the digital generation have a different intelligence, values, obsession with self-expression, self-learning using tablets and phones from an early age. Virtual communication is fragmentary, ignores the spiritual connection between people. Communication with peers has become more superficial and formal, it is more difficult for them to understand the emotions, feelings and desires of another person.

At the same time, the digitalization of education is very controversial. On the one hand, the development of digital technologies is assessed as a progressive step towards an open global society based on common goals and values, has certain advantages and competitiveness over traditional means.

On the other hand, there is criticism of the processes of digitalization leading to the loss of a person's freedom, manipulation of his consciousness, a crisis of identity and humanism.

Priorities of digital technologies: it is an attractive and competitive tool. The advantages of the digitalization of education are: Game action, emotionally intense communication, a surprise, unexpected transformation, containing mystery and discovery, Figurative-motor, to meet the need.

The digitalization of education is Motivator. Penetration into the mystery of the sensory standard (word, forms, number, color, sound, etc.), the discovery of the "code" of the text, the mentality of the people, their own identity, the emotions of another.

A stimulant. Penetration into the mystery of the sensory standard (words, shapes, numbers, colors, sound, etc.), the discovery of the "code" of the text, the mentality of people, their own identity, the emotions of another.

Vector. For reflection, to design the trajectory of the application of knowledge in their own activities

Results

World Health Organization experts note that the XXI century is the century of mental ill health, the indicators of which include risky actions, risky behavior, risky activities of children.

The Russian model of child mental health support has the Purpose: to protect and strengthen the physical and mental health of children, including their emotional well-being; the order from the state, reflected in the documents.

- the requirement of federal state educational standards
- it is implemented at all levels of education (preschool, primary school, secondary general education, secondary and higher education).

Program analysis: expected results in mental health indicators:

Positive social adjustment to new conditions, integration into the social community;

Confident and adequate behavior in difficult life situations

Regulatory and communication skills.

Positive attitude towards yourself and positive relationships with other people

Stable emotional state.

Satisfaction with interpersonal relationships.

If a child has a lack of love and attention from adults, then it leads to such consequences as:

- He loses self-confidence
- He feels abandoned and lonely
- He has lack of positive emotions, that makes him uncertain
- He does not find the support and attention from his parents, relatives etc.
- The authoritarian style of communication can injure him.
- Adults do not provide their child support in unusual circumstances, as a result the child feels abandoned or fear

One of the reasons of the risks is limited communication with adults and increased communication with digital means, developmental disorders in the prenatal period and inattention to early manifestations of risky actions of the child: nonspecific reactions, aggressive actions, loss of social skills, acute emotional reactions, inadequate actions, unjustified experimentation. Pedagogical observations of children of the 7-th year of life allowed us to establish the percentage of risky actions of children in a sample of 89 children of senior preschool age, which is presented in the diagram.

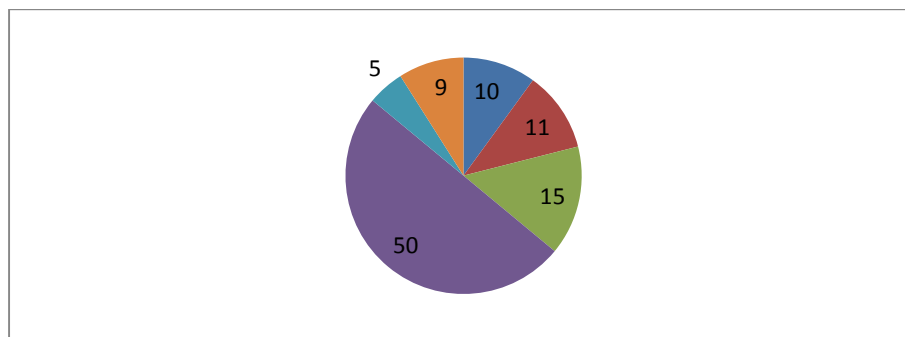


Diagram 1. Types of risky actions of children of the 7-th year of life

- 10 - nonspecific reactions
- 11 - aggressive actions
- 15 - loss of social skills
- 5 - inadequate actions
- 9 - unjustified experiments
- 50- vivid emotional reactions

Based on the analysis of children's medical records and pedagogical observation of the child's behavior and parenting style in the family of preschool children, we can state that risky actions, such as nonspecific reactions, are caused by a violation of the child's development in the prenatal period and severe generic activity; aggressive actions of a child are associated with an authoritarian parenting style; inadequate actions of a child are explained, according to the results of the analysis of the motives of the child's behavior, by his need for love and attention from an adult; the loss of social skills is determined by the connivance and irresponsible attitude of parents to the performance of their educational functions; acute emotional reactions are associated with age-related characteristics (weak volitional self-regulation, disorders of the nervous system, increased emotionality of preschool children); unjustified experimentation - as a manifestation of curiosity and proof of the importance of one's Self, self-affirmation. Propensity to experiment, according to V.V. Vetyugov, O.M. Sergeeva, can lead to risky activities. [2].

Communication with children of the 7-th year of life showed that most often preschoolers find it difficult to explain their motives, because of strong and vivid emotions they are not aware of their actions and cannot explain them. According to World Health Organization, 50% of teachers usually do not notice the appeals of children and their risky actions. The results of our study and the WHO data necessitated the creation of preventive conditions for the prevention of risky actions in early preschool childhood, as the basis for the emergence of risky behaviors and activities in high school age.

We set the following tasks in the study:

1. To form special professional competencies in the early manifestation of risky actions by preschoolers, the ability to understand the manifestations of risky actions by children and the willingness to respond adequately to risky actions of children in uncertain child-adult relationships. Designing a model of preventive activity for early prevention of risky actions of preschool children in behavior and activity.
2. Creation of play and life problem-search situations in the educational environment of the preschool organization as a test by the child to change his inadequate emotional reactions, to control his actions and behavior; as support for positive changes in the actions, behavior, activities of the child; as a reflection by the child of his achievements.
3. Development and implementation of "clusters of methods" – (support, assistance, encouragement), (sympathy, assistance, co-creation), (sincerity, initiative, play), which were integrated into various activities (organized, joint, individual) and forms of their organization (travel, experimentation, research, virtual excursions).

The main types of preventive activities in the preschool educational situation were:

- diagnostics of subjects of education for the presence of risky actions in communication, behavior, activity (children, parents, teachers) by methods of pedagogical observation, analysis of diagnostic maps, survey and conversation;
- professional development of teachers and organization of training sessions on the acquisition of special competencies in risky activities and its prevention, experience of reflection of risky actions in pedagogical activity, development of readiness to implement methods of prevention of risky actions of children; professional development
- educational activities of parents in matters of style and means of raising a child in the conditions of digitalization of education and society, cooperation in the design and implementation of methods for preventing risky actions of a child and supporting a child in difficult life situations of communication and activity;
- integration of game and life problem-searching and reflexive situations into various types of activities, as well as a cluster of special methods for preventing risky actions of a child

Conclusion

1. Theoretical analysis of research, risks may have a dangerous and stimulating potential in the development of a preschool child, but with a combination of unfavorable factors, they cause the appearance of risky behaviors and risky activities.
2. Psychological and pedagogical studies have established the causes, factors influencing the appearance of risky activities of a child, the early manifestation of risky actions in preschool childhood, associated with factors such as incorrectly chosen parenting styles by parents, the strengthening of digital means of communication.
3. At preschool age, risky actions and risky behavior are poorly motivated and unconscious, which is due to the age, psychological characteristics and personal resources of the child (motives, needs, volitional self-regulation). Pedagogical observations made it possible to establish the lack of special professional competencies of teachers in the issues of early prevention of risky actions in preschool childhood.
4. It is possible to overcome risky actions of preschool children and prevent the appearance of risky activities in the future with close cooperation of the preschool educational organization with the family, an adequate understanding by adults of the motives of risky actions of the child, support of the child in difficult life situations and encouraging him to reflect and self-regulate his actions.
5. . The meaning of preventive activities in preschool educational institutions is to prevent at the earliest stage problems that are only emerging and are not yet clearly manifested in the behavior and activities of the child.

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RIZIČNE AKTIVNOSTI PREDŠKOLSKE DJECE: ZNAČAJ, UZROCI, PREVENCIJA

Sažetak: Članak otkriva pojam "rizik" u psihološkim i pedagoškim istraživanjima. Autori razmatraju različita tumačenja pojma rizik. Opisuju se značajke rizičnog djelovanja djece predškolske dobi u obrazovnom okruženju. Autori pišu o preventivnom djelovanju u predškolskom odgojnom okruženju kao prevenciji pojave rizičnih radnji kod djece predškolske dobi. „Rizik“ je određen individualnim karakteristikama ličnosti koje su određene dobi, spolom i društvenim čimbenicima, što uvjetuje i rizično ponašanje i rizične aktivnosti. U članku autori razmatraju manifestacije dječje aktivnosti koje dovode do rizika, predstavljaju opasnost za djecu zbog njihove dobi i psiholoških karakteristika. Razmatraju se motivi rizika. U članku je posebna pozornost posvećena digitalnim tehnologijama u razvoju djece predškolske dobi, razmotrene su prednosti i nedostaci. Za naše istraživanje ova je pozicija vrlo značajna u određivanju rizika jer je povezana s rizičnim aktivnostima djece. Upravo u situaciji kada im je neizvjesno i moraju se odlučiti i procijeniti svoje mogućnosti, u čemu je svojstven određeni rizik. Ako dijete ima nisko samopoštovanje pod pogrešnim ili grubim utjecajem odrasle osobe, doći će čas kada će dijete riskirati iskušati svoju snagu ili mogućnosti da se odupre zajednici rizičnom aktivnošću. Pred roditeljima i učiteljima je značajan zadatak: stvaranje učinkovitih uvjeta za prevenciju smanjenja stresnih situacija za dijete u obitelji i obrazovnim organizacijama. Prikazane su glavne vrste preventivnih aktivnosti u predškolskoj odgojno-obrazovnoj situaciji. Opisuje se svrha istraživanja i metode istraživanja.

Ključne riječi: rizik, rizična aktivnost, rizična radnja, prevencija u ranom djetinjstvu.