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A Study about Children's Connection with Their Kindergarten[2]

The children's development after the family, the educational institutions will be determined. The maturational program and the environmental effects affect the personality development. In the kindergarten, the observations, experiences and emotions are very important for children development. Components of the emotional relations to the kindergarten are significant: /1/ the relation with the kindergarten teacher, /2/ the relation with the children, /3/ the connection with the activities, events, celebrations /4/ and the connection with the physical environment. This study a research result describe about the children's connections with their kindergarten.

1. Introduction

In the course of socialization and personalization, after the family it is the first pedagogic institutions that become substantial in children's life. Experiences connected to the kindergarten are of high significance in the shaping process of the developing personality in the system of the manifesting maturational program and that of the environmental effects. Basically, the kindergarten can fill its part and meet the claimed requirements only if there is such a loving atmosphere surrounding the children wherethrough intimate and personal connections can evolve and needs of early childhood can be filled. In the kindergarten, all the children should feel that it is a proper place for them. They are guarded, cared, their personality and development needs are accepted, they are respected and they are absolutely safe. Above all, it can be the base of the operation of the institutional nursing-educational case maps indispensably needed for the healthy personality development of this period.

In the earliest term of personality development, due to the predictable and safe behaviour of the mother, successful attachment operation can assure proper relationship with the personal and the objective world even further on. After belonging to the family, to home, children show increasing emotional attachment to their kindergarten, too. Events of kindergarten, situations

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which can be passed through again and again, actions which can be done repeatedly collectively form the personality beyond the commitments to adults and peers. Getting in touch with persons, events, situations, the inner system and the mental representation of experiencing relationships can result in a continuous successful adaptation. Over time, children get to like the new adults, the peers getting acquainted, the friendly world of the kindergarten, the room of the group which enables them to play freely, the inner spaces, devices and objects, as well as the exciting locations discovered in the backyard where they can stay more and more homelike. The experience of connecting to the elements of the physical environment can be crucial for the whole lifetime. There are emotional bonds increasingly intensifying towards the world of the kindergarten developing, children get to like their kindergarten where they can feel safe and the further need for their personality development can also take place.

Therefore, among the effects playing a role in the organization of the system of connections with kindergartener life we can mention the following factors: /1/ relationships with the kindergarten teacher, with the nursing-educational adult person, /2/ relationships with the peers, /3/ experiences of the repetitive activities in the course of the day (customs, lessons, plays), /4/ participating in the periodic events of the years (the role of celebrations, activities and holidays), /5/ as the effect of the physical environment of the kindergarten, as well. So these are the factors which children have crucial emotions related to.

Besides regularity and repetition of experiences with persons, events, activities as well as with environmental elements, mostly those momenta creating substantial memories can be emphasized which are collectively able to affect children's relationship with their kindergarten.

On the other hand, when speaking about the system of effects of the processes, the significance of the very first encounters with situations, events and persons also should be mentioned. A lot of typically pleasant experiences can result in children's waiting for the events of the next day and thinking about the kindergarten gladly. On the other hand, ambivalent emotions can also appear therefore positive emotions can be complemented by negative emotions which can cause discomfort for a while. Temporarily, children can feel their kindergarten particularly important therefore probably the kindergarten is appeared as the most amazing place of the world not only in the expectations of the employed adults but in that of the children.

It is worth to mention, too, that these verbal statements are formed by the experiences of the current events, the moods of moments and those of simply recallable memories, as well. Moreover, the characteristics of the given mental development, the ageism cogitative specialities, the emotional manner of reaction, the prolifical inner force of imagination and as

well as the reachable linguistic competence level affect the verbal statements of children. Nevertheless, the information properly handled contribute to organizing and analyzing the components of the connection with the kindergarten well.

The outcrop of the experiences connected to the kindergartener life can be helped adequately by several situations of act like drawing. As regard the analysis of drawings, it can be said that contrary to the logically built interpretation of adults, here it is more likely the symbolic intendment which our goal can be reached by. Zsuzsa Gerő emphasizes that in the ages of the kindergarten, the syncretic flow of ideas impregnated with subjective emotions is reflected in their finished works. The details of children's drawings should be interpreted as a concentrate of experiences, in which there are simultaneously the current experience, the previous experience connected to it, "the emotion-invowen festoon of phantasies, and with all of them, the joyful tension of match and creation." (Gerő, 2015, p.116). This way, on the pictures there reflect concentratedly the details of experiences of the actions related to the illustrated event, the memories of several times, and as well as, the fragments of emotions and moods which imaginary cogitation makes further conversions on. So, in the current drawing, certain elements of the pictures and the contents are present there as details interpretable as references to the whole, the total and they image the world of children intensively and concentratedly. Besides all of these, a drawing made by instructions is a situation of task for its creators. The intentions of respondence for the concepts connected to the expectations of the situation of the task also can add to the would-be works which is determined by the level of the given drawing skill, too.

2. Process of empirical research

The research was executed in 2015 and 2016, in the Western part of the country, in the counties of Győr-Moson-Sopron, Komárom-Esztergom, Vas, Veszprém, Zala and Fejér, among pre-school kindergarteners of several towns and villages. The given tasks were always solved individually, in an environment well-known for them.

3. Applied method and aspects of analysis

In this research, beyond the significance of the personal relationships our focus was mostly on the environmental effects: the relationship-forming role of the building, the locations and the

events of the kindergarten since we have already mentioned before the further elements of emotional connections of the early childhood: personal relationships (Zsubrits, 2013, 2014), relationship with the kindergarten teacher (Antal-Zsubrits, 2015) and relationship with games (Zsubrits-Valkó-Horváth-Fehér, 2015). This current trend was shown also in the applied method in the course which we asked the children to characterize the relationship with their kindergarten. The given instruction was the following: *Please, draw your kindergarten, the place you like being the most and the thing you like doing the most there.* This procedure is built on the method of Kinetic School Drawings of Zoltán Vass (2003).

Explorative questions:

- Why do you like attending kindergarten?
- What is the best thing in your kindergarten?
- Who do you like spending time with in the kindergarten?
- What is your favourite activity there?
- Make a list of the things which are important for you in the kindergarten.
- Which is your favourite place in the kindergarten? Why do you like being there? Win general, when do you spend time there?
- Are there places in the kindergarten that you do not like? What is it, where is it and why do not you like it?
- Tell me about a situation when you felt particularly well in the kindergarten.
- Now, tell me a story when you didn't like being in the kindergarten.

Aspects of analyzing:

- Characteristics of the drawn scene
- Appeared persons
- Shown activities
- Content of the connection with the kindergarten: emotions, motives
- Positive and negative features, comparison of them.

So, the data were taken by the contents of the drawings and the answers of the posed questions. Inside the externalized information cycle, we examined personal and environmental factors bearing a part in the relationship with the kindergarten, as well as outcropped events and personal experiences of the kindergarten. The determined categories were systematized based on common features, by frequency of occurrence.

4. Detailed introduction of the results

4.1. Main characteristics of the sample

The random sample data come by 118 children (N=118), the mean of their ages was 5.2 years (Min: 5 years old, Max: 7 years old), the proportion of girls and boys was 84-16%.

4.2. Preferred persons

The frequencies of occurrences are summarized in Diagram 1. Besides the peers, the mother, the nanny, the sibling and the cousin was mentioned as important persons. After all, children depicted themselves in massive proportion, too, exactly 47% of them drew themselves in the environment of the kindergarten.

Figure 1 shows activities of the kindergarten. For the children, playing games was the most important among the activities. The further major categories are manual activities, motional activities, tale-telling and the basic needs connected to everyday life. The other category consists of rarely occurring activities like watching TV or filling in worksheets.

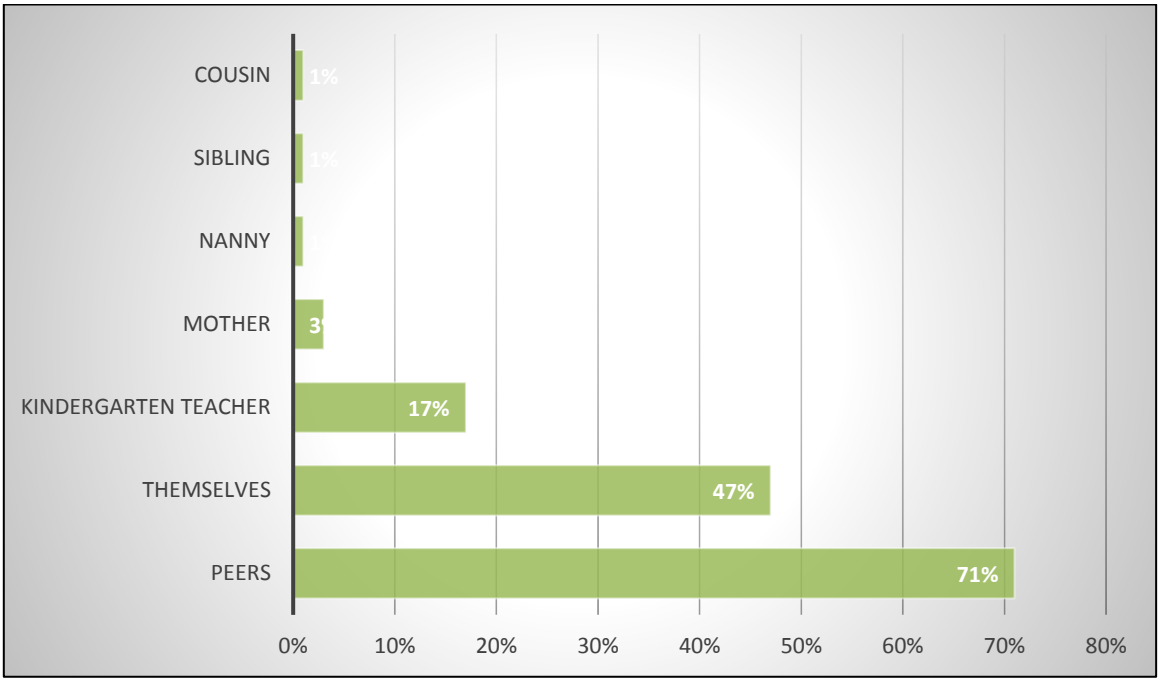

Diagram 1: Frequency of occurrence of the preferred persons.

4.3. Preferred activities

In the years of kindergarten, the central activity is playing games. Corresponding to the age, the interest of children is characterized by motional games, practising games, symbolic games, role plays, simpler rule games, games of building and games of creation. According to this, there are several types of games. The systematization of common categories is shown in Table 2. The Other category here also refers to games rarely occurred.

Activities	**Frequency of occurrence**
Game activity	75%
Drawing, painting, playing with plasticine	29%
Motional activity	14%
Listening to tales, looking at books	5%
Sleeping, dining	4%
Listening to music, dancing	3%
Other	3%

Table 1: Proportion of occurrences of the preferred activities of the kindergarten.

Game activities	**Frequency of occurrence**
Game of building and game of construction	44%
Game in the backyard	38%
Role plays	26%
Motional game	18%
Table game, board game	10%
Other	5%

Table 2: Preferred games and their frequencies.

4.4. Preferred events

Besides regular activities and game activities, kindergarteners considered such events important like participating in celebrations, hikings or competitions. The following holidays were mentioned: carnival, Christmas celebration, birthday, procession of harvest. Among hikings, forest walk and zoo excursion were popular. Among competitions, sport activities and speech competitions were the most frequented. Here, the Other category consists of several directed activities like puppet-shows, attending a Bible class or a gymnastics group.

Therefore, the mentioned events are beyond the everyday life of the kindergarten. Table 3 summarizes the important events connected to the children and their proportion of occurrences.

Preferred events	**Frequency of occurrence**
Celebration	14%
Hiking	8%
Competition	3%
Walk	3%
Other	3%

Table 3: Occurrence of preferred events.

4.5. Chosen locations

The children participated in the research mentioned the following locations: the whole building of the kindergarten, the locations inside the building (e.g. gym, salt room or toilet), the group room of their own and several parts of it (e.g. play corner, baby kitchen, gallery). Their percentages are shown on Diagram 2 where it can be seen that most children (the 75% of them) represented the group room of their own on the drawings. The 54% of them considered the backyard, the 52% of them considered the building of the kindergarten and the 30% of them considered the further locations of the kindergarten important. Even the playground appeared in the 1% of the children.

Also in the children's records, selecting or refusing a location is tightly connected to the activities which they can do there. In the given interpretation, current and returning experiences can also play a role. Basically, it is the games which can be played alone or together with others and make comfortable feelings that are connected to the popular locations. On the other hand, the children hardly mentioned refused locations. If so, they basically explained that those

locations are related to the other group of the kindergarten or because children of the other sex play there. For example, the baby kitchen and the baby room were listed several times by boys because they thought those were "too girly" places. Children do not like spending time in places where they feel insecure, scared and endangered. There was a little child, as well, who refused tidying up.

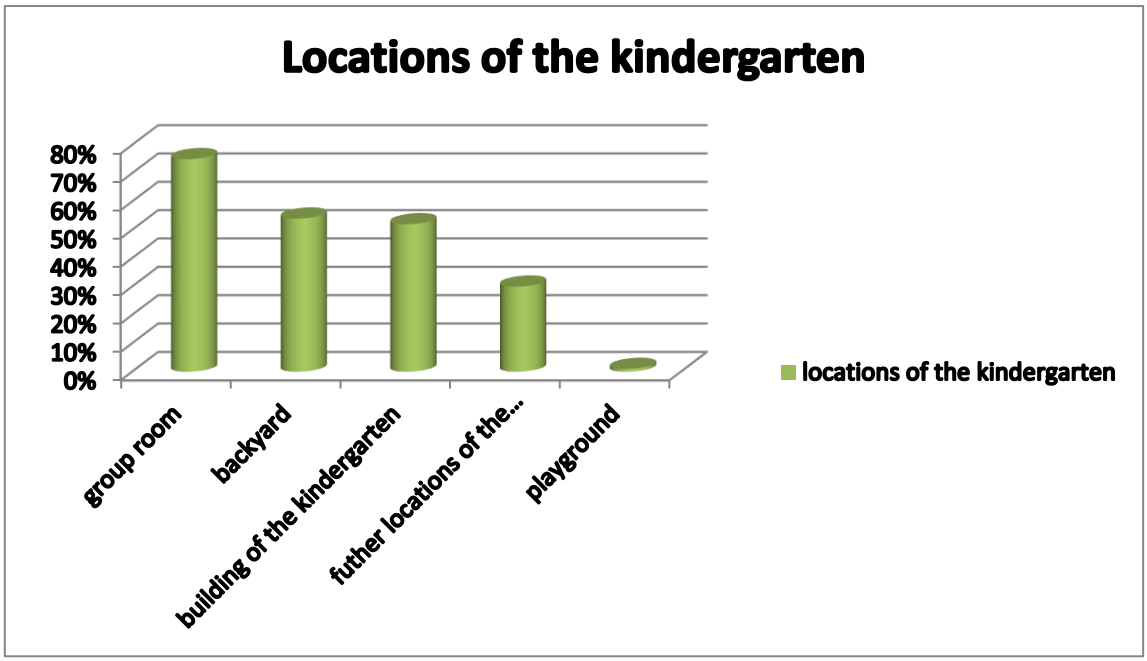

Diagram 2: Occurrence of the preferred locations of the kindergarten.

4.6. Experiences related to kindergarten

88% of the asked children mentioned a cozy experience connected to their kindergarten and 56% mentioned an unpleasant one. Some of them said even the fact that everything was fine in the kindergarten, they liked being there and actually they didn't have bad experiences. The systematization can be seen in Table 4.

Types of comfortable experiences	Types of uncomfortable experiences
Activities of the kindergarten	Leaving the parents
Events of the kindergarten	Lack of a child peer
Activities outside the kindergarten	Lack of the kindergarten
Experiences with the peers	Conflict
Experiences with the kindergarten teacher	Punishment
Experiences with basic needs	Illness, hurt

Table 4: Categories of the experiences connected to the kindergarten.

5. Summary

When defining attachment, on the one hand, we can refer to the strength of interpersonal relationships which can have various intensities. On the other hand, it also relates to the clinging feeling based on the earliest experiences of connections which is complemented by the further compendiary factors of relationships of interconnections. Also in Bowlby's theory (1982), attaching to persons means the intent of finding the situation inheritably determined, safe and essentially needed from the aspect of survival, the necessity of maintaining emotional safety, as well as prohibiting the abolishment of the existing relationship of attachment. In this sense, physical and emotional clinging to the mother can assure the baby that he is safe and later, through the gained ability of attachment, he can be as successful in adapting to the world as it is possible.

Besides relationships with persons, a child can make gradually tight connections with the elements and events of the surrounding world. Locations become important always together with physical things present there. Besides the location-related tie, the need for possessing an object, the appearance of the sense of control can be found in an object-related tie, too. In object-related tie, invisible and visible details of our personality and life story are shown. The objects are coloured by our emotions, they are intimizated so that they become significant parts of our identity (Dúll, 2009).

The personal world, the physical environment of the kindergarten and the events and activities of the agenda contribute to children's feel safe collectively. On the other hand, the emotionally involved attachments of children affect a wider scope, too. Besides relationships with adults, situations experienced together with peers also play an important role. Physical environment, objective world, as well as returning events and activities of agenda make a possibility of having several experiences. Locations of the kindergarten woven by emotions, regular activities of the children, listening to tales, singing and playing games are together involved in situations considered safe. On the other hand, in emotion-based connections, beyond experiencing safeness, the further needs of personality development as well as further compendiary factors manifesting in the given situations can appear. So, for example, the evolution of the relationship with peers is influenced by the desire of imitation, the intent to assimilate or differ, the endeavour to race or cooperate and as well as the instantaneous enforcement of interest.

Evolution of inner psychic organization of connections with persons, environmental factors and several actions, events is ensured by experiencing situations of isolable categories which make a possibility of adapting and developing for the children. The subjective experiences of connections are essential components of several relationships.

A former result of a research emphasized the following roles among the factors of the school attachment: /1/ importance of connection with persons, /2/ experiences of actions of subjects and /3/ significance of the connection with school (Szabó-Virányi, 2011).

In the present study, the factors of children's connections with their kindergarten were shown based on the results of a cross-sectional examination. Emotional effects can be found in the connections with persons and further external events. In the course of the research, studiedthe phenomena by pre-school children's aspect of connection and we accomplished systematization of explicit information. Considering the possibility of the applied examination method, the following major conclusions can be stated by the disclosed data.

In the world of the subjective experiences of children, it was the actions related to the peers and the kindergartener teacher that played a significant role in their thoughts. Among the events, typically games, manual activities, motional activities, listening to tale, demands for basic needs, as well as activities connected to singing and playing a musical instruments were presented. The types of the mentioned games match to the demand of children's ages: motional games, practising games, role plays, directed rule games, games of building and constructing and as well as games of creation. Among experiences of the kindergarten, returning events, activities, celebrations were significant for children, too. In their records, they mentioned majorly the holidays, the hikings and the several lessons. They willingly talked about activities outside the kindergarten, as well. Besides the whole building of the kindergarten, they mentioned mostly the group room of their own and the backyard. Inside the group room, there are distinct preferred locations in the case of girls and boys. The positive experiences connected to the kindergarten can be classified into the following major categories: activities of the kindergarten, celebrations of the kindergarten, activities outside the kindergarten, experiences related to peers, events related to meeting the basic needs. On the other hand, among inconvenient experiences, lack of parents, lack of peers, lack of kindergarten, conflicts, punishments and painful memories can be found. For example, a child told the following: he misbehaved "in the long-break because he missed the kindergarten that time".

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