

DOI: 10.12731/2218-7405-2013-7-19

**PEDAGIGOCAL TECHNIQUE OF BUILDING THE CULTURE
OF INTERPERSONAL RELATIONS IN PRESCHOOL CHILDREN
AT ART CLASSES**

Kahnovich S.V.

The article looks at the pedagogical technique of building the culture of interpersonal relations in preschool children at the local and modular level. Interpersonal relations are viewed as the module and art classes as the local level. The research is timely as it can assist in studying the problem of moral development of preschool children by building the culture of interpersonal relations by artistic education means. The study presents novelty concluding from the survey of scientific literature. The process of building the culture of interpersonal relations in children has not been properly studied by preschool pedagogy. The task of the present study is to elaborate a pedagogical technique to build the culture of interpersonal relations between children at art classes. The article discusses ‘technological’ criteria (term by G.K. Selevko) and presents interactive principles of the pedagogical technique. Group activities alongside with individual ones were viewed as organizational forms of art classes. Building the culture of interpersonal relations in preschool children at art classes is closely connected with the development of their personality, a child’s consciousness, their motivational and conceptual spheres during their gradual moral development at various levels - emotional (attitude, axiological level), psychic (intentional cognitive processes), activity (artistic and interpersonal literacy). Graphic (projective) methods were used to analyze age dynamics of ethical and moral development. The conclusion describes a set of pedagogical conditions for efficient building of the culture of interpersonal relations in children at art classes.

Goal. To elaborate a pedagogical technique for building the culture of interpersonal relations in preschool children at art classes. The technique can be applied at local and modular level.

Methods and Methodology. The pedagogical technique is aimed at building the culture of interpersonal relations in preschool children at art classes according to the Act of the Ministry of the Russian Federation #665 ‘On Confirmation and Enforcement of Federal State Requirements to the Structure of Basic General Preschool Education Programme’ (Federal State Requirements to preschool educational programme) dated 23 November, 2009.

Results. Pedagogical technique for developing the culture of interpersonal relations in children of preschool age.

Scope of application. Theory and methodology of preschool education. Theory and methodology of art education.

Keywords: culture of interpersonal relations of preschool children; art classes; pedagogical technique.

ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ КУЛЬТУРЫ МЕЖЛИЧНОСТНЫХ ОТНОШЕНИЙ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА НА ЗАНЯТИЯХ ПО ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ

Кахнович С.В.

В статье представлена педагогическая технология формирования культуры межличностных отношений у детей дошкольного возраста на локальном-модульном уровне. Модель – культура межличностных отношений. Локальный уровень – занятия по изобразительному искусству. Актуальность формирования у детей дошкольного возраста культуры межличностных отношений заключается в анализе нравственного становления. Обзор литературы позволяет

сделать вывод о новизне исследования. В рамках дошкольной педагогики не изучался процесс формирования у детей культуры межличностных отношений. Основной задачей исследования явилось создание педагогической технологии формирования культуры межличностных отношений у детей дошкольного возраста на занятиях по изобразительному искусству. В статье отражаются критерии «технологичности» (термин Г. К. Селевко). Представлены интерактивные принципы педагогической технологии. Одной из форм организации занятий по изобразительному искусству наряду с индивидуальной работой над изображением применялась и совместная деятельность. Формирование культуры межличностных отношений у дошкольников в изобразительной деятельности осуществляется в динамике развития личности, сознания ребенка, его потребностно-мотивационной и личностно-смысловой сфер в процессе поэтапного нравственного становления на разных уровнях – эмоциональном (отношение, аксиологический уровень), психическом (произвольность познавательных процессов), деятельностном (изобразительная и межличностная грамотность). В статье нравственное становление в возрастной динамике на занятиях по изобразительному искусству анализируется средствами графических (проективных) методов. В заключении приводятся педагогические условия, реализация которых эффективно формирует у детей культуру межличностных отношений на занятиях по изобразительному искусству.

Цель. Разработка педагогической технологии формирования культуры межличностных отношений у детей дошкольного возраста на занятиях по изобразительному искусству. Педагогическая технология формирования культуры межличностных отношений у детей дошкольного возраста представлена на локальном-модульном уровне.

Метод или методология проведения работы. Педагогическая технология обеспечивает эффективные условия для формирования у детей дошкольного возраста культуры межличностных отношений на занятиях по изобразительному искусству в соответствии с Приказом Министерства образования и науки

Российской Федерации (Минобрнауки России) от 23 ноября 2009 г. № 665 «Об утверждении и введении в действие федеральных государственных требований к структуре основной общеобразовательной программы дошкольного образования» (ФГТ к программе дошкольного образования).

Результаты. Педагогическая технология формирования культуры межличностных отношений у детей дошкольного возраста.

Область применения результатов. Теория и методика дошкольного образования. Теория и методика обучения изобразительному искусству.

Ключевые слова: культура межличностных отношений детей дошкольного возраста; занятия по изобразительному искусству; педагогическая технология.

Introduction

Present-day society raises demands to the quality of educational services, which results in modernization of existing system of education.

Building the culture interpersonal relations in children of preschool age fosters their interest to personality, humaneness and morality of the society. The main tasks of national priority project 'Education' are to create conditions for multi-faceted and creative development of preschool children.

The topic is timely because of practical need in psychological and pedagogical conditions for individual development of preschool children, expanding their artistic potential through creative activities and personality through interpersonal relations. The study is also timely because of the analysis of spiritual and moral development of a child's personality which is impossible without analyzing their conceptual, rational and interpersonal spheres. A child's development is closely connected with interpersonal relations, which presuppose a certain concept of perfect human relations. Moreover, we suppose that it is impossible to study interpersonal relations without the cultural context as otherwise it becomes an abstraction, because relations can exist only within a society and no developed society can exist without its culture.

Children's interaction during their art activity allows developing aesthetic feeling of spiritual (art pieces, language, everyday rituals) and practical (cuisine, clothing, toys) aspects of ethnic culture.

Art classes include creative activities like drawing, moulding, applied ornament, handicraft, developing creative potential in children and introducing them to art according to the Act of the Ministry of the Russian Federation #665 'On Confirmation and Enforcement of Federal state Requirements to the Structure of Basic Programme of General Preschool Education' (Federal State Requirements to preschool educational programme) dated 23 November, 2009.

Literature Review

Most pedagogical papers view the culture of interpersonal relations in connection with other tasks of moral upbringing.

Preschool pedagogy analyzes the influence of interpersonal relations of preschool children on their teamwork (L.I. Bozhovich [3], R.S. Bure [4], M.B.Zatsepina [8], T.S. Komarova [17, 18], A.I. Savenkov [17], N.M. Sokolnikova [23], etc.) and uncovers peculiarities of interpersonal relations in preschool multi-age groups (V.N. Butenko [5], etc.) The researchers look at the process of building constructive interpersonal relations of children and their adaptation to the environment of an educational institution (N.A. Shkurcheva [25] –students of the first grade being an example) and building interpersonal relations between 5-7 year old children during their aesthetic education (V.A. Kalashnikova [12]), etc. M.B. Zatsepina [8; 18] views culture as the basis of preschool education.

The following scientific papers discuss teacher and student relations at secondary school (N.Y. Popikova [20]), relations between students in their academic activities at the university (K.E. Kazaryan [10], I.V. Khitrova [24]), relations within the teaching staff (A.V. Kakun [11]) and the military in the fighting force (K.A. Kisin [16]).

Numerous papers by Russian and international scientists devoted to the study of groups and communities (G.M. Andreeva [2], N. Mac-Wiliams [28], C. P. Rogers [29], E. P. Torrance [30], etc.) research group dynamics; teambuilding; interpersonal and inter-ethnic relations; structure, peculiarities and functions of teams; the influence of collective activity and development level of organized groups on interpersonal relations and feedback effect of interpersonal relations on cooperation, team spirit and value-oriented unity of team members.

However, with respect to the input made by Russian and international scientists to the issue of interpersonal relations, until recently a number of certain important aspects have not been considered, namely, the culture of interpersonal relations.

The novelty of the study is that it looks at personality dynamics of the basics of interpersonal culture in preschool children and offers a pedagogically grounded definition of ‘the culture of interpersonal relations at preschool age’. The term ‘culture of interpersonal relations’ is very seldom used, however we suppose that interpersonal relations cannot be viewed regardless of culture, otherwise it is an abstraction. The papers in preschool pedagogy do not view the culture of interpersonal relations as a separate subject of study, but as an element of other moral and ethical tasks of education. Therefore, the issue of culture of interpersonal relations of preschool children is viewed as a separate subject of study for the first time. The study looks as pedagogical potential of art education, which has not been properly studied theoretically or methodologically. It is the first time that the study of building the culture of interpersonal relations in preschool children through artistic activity is conducted.

Goal-setting

The goal of the research is to elaborate a teaching technique to build the culture of interpersonal relations of preschool children at arts classes.

Description of Research

The present study views a pedagogical technique as a complex of teaching methods, forms of teacher and student activities and elaborated sociocultural content of artistic activity with consideration of psychological and age peculiarities of the students. The idea of the technique is to create favourable conditions managed by the teacher that would foster building the culture of interpersonal relations in preschool children.

The study introduces three aspects of the pedagogical technique for building the culture of interpersonal relations, specified by G.K. Sevko. The first, **scientific** aspect involves the mechanism of detecting pedagogical conditions necessary for building the culture of interpersonal relations in preschool children. We also look at gradual moral development of a child at different levels - emotional (attitude, axiological level), psychic (volitional cognitive processes), activity (artistic and interpersonal literacy). The second, **procedural and descriptive** aspect involves description of methods, techniques, means, contents and forms, i.e. instruments to build the culture of interpersonal relations in preschool children. Finally, the third, **procedural and operational** aspect involves measures, undertaken by teachers and students aimed at moral and ethical development of both.

During the implementation of the teaching technique we define a module of 'the culture of interpersonal relations'. We create a separate module in children's education - the culture of interpersonal relations at the local level - art classes.

Any teaching technique, including the present, has to comply with certain 'technological' criteria (term by G.K. Selevko).

We adhere to the following pedagogical criteria: conceptualism or scientific character, consistency, manageability, efficiency, reproductibility and repeatability [22 p. 17].

Conceptualism and scientific character is revealed through scientific grounding. We were targeting at creating teaching conditions necessary to build the culture of interpersonal relations on the basis of scientific knowledge.

Consistency criterion. The pedagogical technique possesses the signs of a system – the logic of the teaching process and interconnections between all its constituent parts, integrity.

Manageability is revealed through step-by-step diagnostics of the basics of the culture of interpersonal relations in preschool children and improving them on an individual basis.

Efficiency reveals itself in qualitative and quantitative processing of testing results.

Reproductibility and repeatability allows implementing the technique at preschool institutions of general education of combined type with groups for early age children and at institutions of supplementary preschool education. Implementation of certain elements is possible at any preschool age regardless of children's age subgroups.

Psychological and pedagogic literature does not give a clear definition of a 'pedagogical technique' and it is very often misplaced with a 'teaching method' or a 'pedagogical system'. We suppose that the difference between a 'particular technique' (term by G.K. Selevko) and a teaching methodology lies in descriptive, procedural and statistically processed research material. We see a methodology as a complex of methods, techniques and forms of organizing educational process. However, a pedagogical technique can very often exist within certain methodology and vice versa a methodology can embrace a particular technique, for example organizing productive activity of children. A pedagogical system should embrace several educational techniques, therefore we view it as something wider than a technique.

The present teaching technique was tested and implemented at Municipal Autonomous Preschool Educational Institution Kindergarten of Combined Type #18,

Saransk, Republic of Mordovia. Its elements were also applied at preschool educational centre on the premises of After-school Child Care Centre, an innovative subdivision of Federal State-Funded Educational Institution of Higher Professional Education Mordovia State Teacher Training Institute named after M.E. Evseviev.[6]

We have developed and tested a special elective course ‘Building the culture of interpersonal relations in preschool children’ [15] for last year students and bachelors of the teacher training institute [9].

By ‘interactive principles of a teaching technique’ of building the culture of interpersonal relations of preschool children we imply the principles that ensure interaction between children and between children and the teacher at an art class. The very word ‘interaction’ is formed of ‘inter’ + ‘actio’ (action).

We have devised the following interactive principles of the pedagogical technique.

1. It is necessary to create a free atmosphere for a dialogue without disciplining the children and to allow them to freely move about the room during the art class. They are encouraged to interact, answer the questions and provide help and advice when needed.

2. Children have a free access to materials – pencils, soft-tip pens, watercolours, gouache paint, pastel paint, fusain, sauce-crayon, sanguine, paper of various types and sizes, modeling clay, etc. This allows their free self-expression in artistic forms, which in its turn develops their intellectual ability and enriches their vocabulary.

3. The area has to be organized the way that children do not sit with their backs to each other.

The main interactive principles of the pedagogical technique precondition teaching methods that are used in class.

Stage 1. The teacher explains the task to the children.

1. The teacher explains the task to the children and evokes their interest.

2. An open dialogue with the children. The teacher discusses creation of the image with the children - its characteristics, shape, location, proportions, colour, etc.

Stage 2. Planning.

1. The teacher asks the children (preferably every child) what they are going to create and teaches them to verbalize their artistic conceptions, ask each other questions, wait for the answer and listen without interrupting the interlocutor.

2. The children and the teacher make a plan to implement their artistic concepts together.

3. The teacher advises on the best techniques to create the image and helps the children in developing their skills.

Stage 3. Creating the image.

1. The teacher supervises over the activity and how the children perform the task.

2. If necessary the teacher asks children questions about the sequence and quality of work.

Stage 4. Assessment of results.

1. The teacher suggests that the child (preferably every child) tells what they have depicted, whether it was successful or not, and if not, explain why.

2. The teacher suggests that the children choose their classmate's work and tell about it. This teaches the children to express their ideas in a polite way and give their mates advice on how to improve the work.

3. The teacher offers the children to think how they can make use of their creations, whether they can be used for decorating the interior or as presents.

This pedagogical technique allows building the culture of interpersonal relations in preschool children.

At preschool age children adopt basic notions of moral and ethical values and undergo the process of psychological, social and personality development. Cognitive processes, which can be referred to psychological sphere, become more volitional – attention, memory, thinking ability, speech, etc. In social aspect children adopt moral

and ethical values allowing them to better adapt to new social conditions. As children grow up they start communicating with other children, and interpersonal relations with children from their peer-group become more important than relations with adults. Personality development of every child is characterized by the adoption of certain moral and ethical values.

Besides individual work we have used group activities. Having mastered basic techniques of drawing, moulding and creating applied ornaments (basic artistic literacy) older preschool children come to enjoy group activities. With younger preschoolers simpler forms of group activities can be used (for example, the teacher can organize the children's works into one composition).

Both group activities and individual activity of every child have to be based on interaction.

We suggest the following interactive principles to ensure friendly and creative atmosphere at group art classes.

1. Cooperation spirit is necessary for the participants of the process. Children by no means may act aggressively toward each other nor have conflicts.

2. The teacher has to view every child as a personality and an individual with their own world vision, who has the right to express it by artistic means, which aestheticizes their relations.

3. The teacher should emphasize that it is necessary to cooperate when creating images and explain that it is difficult to create a complex composition on one's own without the help of others. Thus, every child has to conclude that their joint effort can have a good result only if the partners cooperate, come to an agreement, avoid conflicts and are friendly to each other.

The child adopts the norms of interpersonal relations gradually in the process of their moral development at various levels - emotional (attitude, axiological level), psychic (volitional cognitive processes), activity (artistic and interpersonal literacy).

At the primary stage of building the culture of interpersonal relations preschool children have to learn to emotionally respond to aesthetic expressive means.

Aesthetic image of an object, a phenomenon or a person bears an imprint of the child's personal and emotional attitude to it. The child reveals in the artwork their personal and emotional attitude to objects, phenomena and, first of all, to people, which they develop in the course of interpersonal relations. Therefore, colour, size, shape and position of the artwork, which a child creates, can be informative of the quality of interpersonal relations.

For example, when children draw pictures of their peers, acquaintances, parents or teachers, the colour of these characters in the pictures, their gestures, mimics, postures, size, shape and position on the sheet of paper can be informative of the child's attitude to them and shed light on their interpersonal relations. So, this allows to deeper penetrate into the child's psychology.

Clothes, especially national costumes, are viewed as another communication means. National costume can be informative of a person's ethnicity. Clothes can tell about a person's profession or the type of activity they are involved in – sports, work, leisure. In general, aesthetic, ethical and positive attitude to a child and the results of their artistic activity allows to harmonize educational processes by using non-directive means with children of preschool age.

Thus, projective methods are widely used for assessing current psychological state of a child or even an adult person. The psychological mechanism is based on a so-called projection of feelings, emotions and phobias expressed in a drawing on a particular topic; my family, tree, human, non-existent animal, stars, waves, etc. or any creative task that does not have a particular topic, like drawing a picture of fears or wishes. Projective methods of children's psychic state assessment are widely discussed in papers by Russian and international scientists I.B. Grinshpun [7], N.A. Kursheva [19]. U. Ave-Lallemant [1], R. S. Berns [26], etc.

We have used projective tests for personality assessment of children of early and junior preschool age. This gave the necessary information on the children's family background and interpersonal relations in the family.

The next stage of building the culture of interpersonal relations can be called conscious (psychic). At this stage the child can control and alter their behavior depending on the goal of communication with other children and the teacher. The child tries to establish communication with their peer, to avoid conflicts and feel sad in case they do not succeed. This stage of relations cannot evolve spontaneously; it needs to be developed with consideration of the child's age peculiarities.

The final stage of building the culture of interpersonal relations is activity (artistic or interpersonal literacy).

We see literacy as a complex of knowledge, competencies and skills children have to develop. It is usually revealed through their activities.

In our opinion, the interconnection between artistic literacy of preschool children and the culture of interpersonal relations is revealed in the need in artistic self-expression.

The technique can help to develop artistic literacy, which is the basis of creative self-expression through art education at the very early preschool age (from the age of 1.5 to 3) [13; 14; 15; 27].

Interpersonal literacy is revealed through communicative ability of a child.

The final level of building the culture of interpersonal relations is collaborative creative activity, which manifests itself in moral aspects of behavior – compassion, mutual help and communicative ability of a child, which is willingness to participate and hold the conversation, ability to listen to the interlocutor, express empathy, resolve conflict situations (moral and ethical aspects of behavior); norms and moral values that have to be observed in communication (aesthetic principles of behavior).

The notion of the culture of interpersonal relations of preschool children and their peers and teachers presupposes inner intention to adjust individual behavior to universal ethical norms and rules, which allow having a constructive dialogue and achieving results (cultural, material or moral value) in the course of artistic activity.

We would like to stress the importance of inner intention of children to follow universal moral norms when building the culture of interpersonal relations. We do not

form behavioral habits in children, but create conditions, when there appears an inner aspiration or motive to act in a certain way.

Conclusion

In summary, a teaching technique to build the culture of interpersonal relations in children of preschool age can foster the development of their personality.

Besides a complex of ways, methods and techniques of building the culture of interpersonal relations in preschool children the teaching technique presupposes creating certain pedagogical conditions.

- Optimizing family relations through providing consultations to parents on upbringing, education and developing of children. Parents can take an active part in organizing art classes or creative leisure activities; participate in museums excursions, contribute to aesthetic education of their children by suggesting themes of classes or extracurricular activities, bring crafts which they and their children create at home to the arts studio, teach their children the crafts they can do (taking into consideration age peculiarities).

- Children benefited from sociocultural potential of museum pedagogy by visiting the Museum of Fine Arts named after S.D. Erjzy in Saransk, where they learnt the biography of famous artists and sculptors.

- Aestheticization of interaction between teachers and children is present not only in class, but in extracurricular activities and everyday interaction.

- Socio-cultural component of aesthetic education of preschool children is present in the choice of academic materials, methods, techniques and ways of cognitive activity of children.

- Socio-cultural experience of positive interpersonal relations is acquired via collaborative creative activity with peers or with parents at an early and junior preschool age.

Implementation of the teaching technique of building the culture of interpersonal relations at preschool educational institutions allowed to considerably

increase socio-cultural level of preschool children and foster their moral and ethical development within their peer group.

The work was conducted with the support of the Ministry of Education of the Russian Federation within the framework of the Programme of strategic development 'Educational Human Resources for Innovative Russia' (state assignment #2, 13 March, 2013).

References

1. Ave-Lallemant U. *Graficheskiy test «Zvezdy i volny»* [Graphic test "Stars and waves"]. SPb.: Speech, 2002. 240 p.
2. Andreeva G. M. *Sotsial'naya psikhologiya* [Social Psychology]. Moscow: Publisher MGU, 1980. pp. 298-319.
3. Bozhovich L. I. *Lichnost' i ee formirovanie v detskom vozraste* [Personality and its formation in childhood]. SPb.: Piter, 2008. 400 p.
4. Bure R. S. *Druzhnye rebyata. Vospitanie gumannykh chuvstv i otnosheniy u doshkol'nikov* [Amicable guys. Parenting humane feelings and relationships in preschoolers]. Moscow: Education, 2009. 141 p.
5. Butenko V. N. *Osobennosti mezhlichnostnykh otnosheniy v raznovozrastnykh gruppakh doshkol'nikov* [Features of interpersonal relations in the different age groups of preschoolers]. Moscow, 2007. 25 p.
6. Vinokurova N. V. *Gumanitarnye nauki i obrazovanie*, no. 2 (2011): 14-16.
7. Grinshpun I. B. *Vvedenie v psikhologiyu* [Introduction to Psychology]. Moscow: Institute of applied psychology, 1996. 152 p.
8. Zatsepina M. B. *Kul'tura – osnova razvitiya rebenka doshkol'nogo vozrasta* [Culture - the basis of pre-school children]. Moscow: RIC MGGU name M. A. Sholohova, 2011. 184 p.
9. Kadakin V. V. *Gumanitarnye nauki i obrazovanie*, no. 2 (2012): 9-12.

10. Kazaryants K. E. *Kul'tura mezhlchnostnykh otnosheniy v ramkakh uchebnogo protsessa vuza* [The culture of interpersonal relationships within the educational process of the university]. Moscow: Ileksa, 2006. 115 p.
11. Kakun A. V. *Vospitatel'naya rabota v vuze: sostoyanie, problemy, perspektivy razvitiya* [Educational work in high school: status, problems and prospects for development]. 2009. 684 p. pp. 386-388.
12. Kalashnikova V. A. *Formirovanie mezhlchnostnykh otnosheniy detey 5 – 7 let v protsesse esteticheskogo vospitaniya* [Formation of interpersonal relationships of children ages 5 - 7 years in the aesthetic education]. Vladikavkaz, 2010. 172 p.
13. Kakhnovich S. V. *Gumanitarnye nauki i obrazovanie*, no. 4 (2012): 26-29.
14. Kakhnovich S. V. *Obrazovanie i obshchestvo*, no. 6 (2009): 111-118.
15. Kakhnovich S. V. Podgotovka budushchikh pedagogov k formirovaniyu u doshkol'nikov osnov kul'tury mezhlchnostnykh otnosheniy [Training future teachers of preschoolers have a culture of interpersonal relationships]. *Nachal'naya shkola plyus Do i Posle* [Elementary school plus before and after], no. 6 (2011): 69-73.
16. Kisin K. A. *Pedagogicheskie usloviya razvitiya kul'tury mezhlchnostnykh otnosheniy v voinskikh podrazdeleniyakh* [Pedagogical conditions of development of the culture of interpersonal relations in military units]. Komsomod'sk-na Amure, 2003. 207 p.
17. Komarova T. S., Antonova A. V., Zatsepina M. B. *Programma esteticheskogo vospitaniya detey 2 – 7 let* [The program of aesthetic education of children 2 - 7 years]. Moscow: Pedagogical society of Russia, 2008. 128 p.
18. Komarova T. S., Savenkov A. I. *Kollektivnoe tvorchestvo doshkol'nikov: ucheb. posobie k Programme vospitaniya i obucheniya v detskom sadu* [Collective creativity of preschool children: a manual for the program of education and training in kindergarten]. Moscow: Pedagogical society of Russia, 2005. 128 p.
19. Kursheva N. A. *Metod proektivnogo risovaniya v glubinno-psikhologicheskoy korrektsii i terapii: lichnost' i mezhlchnostnye otnosheniya v sem'e i sotsiume* [The method of projective drawing in deep-psychological treatment

and therapy: a personality and interpersonal relationships in the family and society]. Moscow: MAKS Press, 2007. 76 p.

20. Popikova N. Yu. *Formirovanie kul'tury mezhlichnostnykh otnosheniy v protsesse uchebnogo vzaimodeystviya uchitelya i uchenika* [Building a culture of interpersonal relations in the process of educational interaction between teacher and student]. Cheljabinsk, 1998. 170 p.

21. <http://www.rg.ru/2010/03/05/obr-dok.html>

22. Selevko G. K. *Sovremennye obrazovatel'nye tekhnologii* [Modern educational technology]. Moscow: Popular education, 1998. 256 p.

23. Sokolnikova N. M., Lomov S. P. *Izobrazitel'noe iskusstvo dlya detey: vidy i zhanry izobrazitel'nogo iskusstva: kniga dlya semeynogo chteniya i tvorcheskogo dosuga* [Fine Art for Kids: types and genres of art: a book for family reading and creative leisure]. Moscow: AST : Astrel', 2009. 141 p.

24. Khitrova I. V. *Pedagogicheskoe vzaimodeystvie kak sredstvo razvitiya kul'tury mezhlichnostnykh otnosheniy v obrazovatel'nom protsesse vuza* [Pedagogical interaction as a means of cultural development of interpersonal relationships in the educational process of the university]. Rjazan, 2006. 182 p.

25. Shkurcheva N. A. *Formirovanie mezhlichnostnykh otnosheniy pervoklassnikov kak uslovie ikh adaptatsii k shkole* [Formation of interpersonal relations as a condition of first-graders to adapt them to the school]. Moscow, 2006. 20 p.

26. Berns, R. S., Kaufman S. H. Kinetic family drawings (K-F-D) An Introduction to Understanding Children Through Kinetic Drawings. *An Introduction to Understanding Children Through Kinetic Drawings*. N. Y., 1970. 146 p.

27. Kakhnovich S. V. Psychologic-pedagogical foundations of sensory experience formation of children in the process of graphics activity. *International journal of experimental education*, no. 1 (2011): 37-38.

28. Mac-Williams N. Psychoanalytic diagnosis understanding structure in the clinical process. *The Guilford Press*. N. Y., 1990. 512 p.

29. Rogers C. P. *Client centered therapy: its current practice, implications and theory*. London, 1987. 500 p.

30. Torrance E. P., Stemberg R. The nature of creativity as manifest in the testing. *The nature of creativity*. Cambridge: Cambr. Press, 1988. pp. 43-75.

Список литературы

1. Аве-Лаллемант У. Графический тест «Звезды и волны». СПб. : Речь, 2002. 240 с.

2. Андреева Г. М. Социальная психология: учебник для студ. высш. учеб. заведений. М.: Из-во МГУ, 1980. С. 298-319.

3. Божович Л. И. Личность и ее формирование в детском возрасте: монография. СПб.: Питер, 2008. 400 с.

4. Буре Р. С. Дружные ребята. Воспитание гуманных чувств и отношений у дошкольников: учеб. пособие. М.: Просвещение, 2009. 141 с.

5. Бутенко В. Н. Особенности межличностных отношений в разновозрастных группах дошкольников: Автореф. дис. ... канд. психол. наук. М., 2007. 25 с.

6. Винокурова Н. В. О возможности инновационного развития педагогических вузов // Гуманитарные науки и образование. 2011. № 2 (6). С. 14-16.

7. Гриншпун И. Б. Введение в психологию: учеб. пособие. М.: Институт практической психологии, 1996. 152 с.

8. Зацепина М. Б. Культура – основа развития ребенка дошкольного возраста: монография. М.: РИЦ МГГУ им. М. А. Шолохова, 2011. 184 с.

9. Кадакин В. В. Инновационные процессы в высшем образовании (из опыта работы Мордовского государственного педагогического института имени М. Е. Евсевьева) // Гуманитарные науки и образование. 2012. № 2 (10). С. 9-12.

10. Казарьянц К. Э. Культура межличностных отношений в рамках учебного процесса вуза: монография. М.: Илекса, 2006. 115 с.

11. Какун А. В. Представления о культуре межличностных отношений в педагогическом коллективе: материалы Международной научной конференции 2 – 3 апреля 2009 г. // Воспитательная работа в вузе: состояние, проблемы, перспективы развития. М.: МАНПО; Ярославль: Ремдер, 2009. 684 с. С. 386-388.

12. Калашникова В. А. Формирование межличностных отношений детей 5 – 7 лет в процессе эстетического воспитания : Дис. ... канд. пед. наук : 13.00.01. Владикавказ, 2010. 172 с.

13. Кахнович С. В. Основные интерактивные принципы педагогической технологии формирования культуры межличностных отношений у дошкольников в художественно-творческой деятельности // Гуманитарные науки и образование. 2012. № 4 (12). С. 26-29.

14. Кахнович С. В. Специфика культуры межличностных отношений детей раннего и дошкольного возраста в художественно-творческой деятельности // Образование и общество. 2009. № 6 (59). С. 111-118.

15. Кахнович, С. В. Подготовка будущих педагогов к формированию у дошкольников основ культуры межличностных отношений // Начальная школа плюс До и После. 2011. № 6. С. 69-73.

16. Кисин К. А. Педагогические условия развития культуры межличностных отношений в воинских подразделениях: Дис. ... канд. пед. наук : 13.00.08. Комсомодьск-на Амуре, 2003. 207 с.

17. Комарова Т. С., Антонова А. В., Зацепина М. Б. Программа эстетического воспитания детей 2 – 7 лет. изд. 4-е, испр. и доп. М.: Педагогическое общество России, 2008. 128 с.

18. Комарова Т. С., Савенков А. И. Коллективное творчество дошкольников: учеб. пособие к Программе воспитания и обучения в детском саду. М.: Педагогическое общество России, 2005. 128 с.

19. Куршева Н. А. Метод проективного рисования в глубинно-психологической коррекции и терапии: личность и межличностные отношения в семье и социуме: монография. М.: МАКС Пресс, 2007. 76 с.

20. Попикова Н. Ю. Формирование культуры межличностных отношений в процессе учебного взаимодействия учителя и ученика: Дис. ... канд. пед. наук : 13.00.01. Челябинск, 1998. 170 с.

21. Приказ Министерства образования и науки Российской Федерации (Минобрнауки России) от 23 ноября 2009 г. № 665 «Об утверждении и введении в действие федеральных государственных требований к структуре основной общеобразовательной программы дошкольного образования»: <http://www.rg.ru/2010/03/05/obr-dok.html>. (дата обращения 15.12.2012).

22. Селевко Г. К. Современные образовательные технологии: учебное пособие. М.: Народное образование, 1998. 256 с.

23. Сокольникова Н. М., Ломов С. П. Изобразительное искусство для детей: виды и жанры изобразительного искусства: книга для семейного чтения и творческого досуга. М.: АСТ : Астрель, 2009. 141 с.

24. Хитрова И. В. Педагогическое взаимодействие как средство развития культуры межличностных отношений в образовательном процессе вуза: Дис. ... канд. пед. наук : 13.00.01. Рязань, 2006. 182 с.

25. Шкурчева Н. А. Формирование межличностных отношений первоклассников как условие их адаптации к школе: Автореф. дис. ... канд. пед. наук. М., 2006. 20 с.

26. Berns, R. S., Kaufman S. H. Kinetic family drawings (K-F-D) An Introduction to Understanding Children Through Kinetic Drawings. *An Introduction to Understanding Children Through Kinetic Drawings*. N. Y., 1970. 146 p.

27. Kakhnovich S. V. Psychologic-pedagogical foundations of sensory experience formation of children in the process of graphics activity. *International journal of experimental education*, no. 1 (2011): 37-38.

28. Mac-Wiliams N. Psychoanalytic diagnosis understanding structure in the clinical process. *The Guilford Press*. N. Y., 1990. 512 p.

29. Rogers C. P. *Client centered therapy: its current practice, implications and theory*. London, 1987. 500 p.

30. Torrance E. P., Stemberg R. The nature of creativity as manifest in the testing. *The nature of creativity*. Cambridge: Cambr. Press, 1988. pp. 43-75.

DATA ABOUT THE AUTHOR

Kahnovich Svetlana Vyacheslavovna, Candidate of pedagogical sciences, associate professor, sub-department of pedagogy of preschool and elementary education

Mordovia State Pedagogical Institute named after M. E. Evseyev

11a, Studencheskya str., Saransk, Republic Mordovia, 430007, Russia

e-mail: kahnowish@mail.ru

ДАНИЕ ОБ АВТОРЕ

Кахнович Светлана Вячеславовна, кандидат педагогических наук, доцент кафедры педагогики дошкольного и начального образования

Мордовский государственный педагогический институт имени М. Е. Евсевьева

ул. Студенческая, д.11а, г. Саранск, Мордовия, 430007, Россия

e-mail: kahnowish@mail.ru

SPIN-код в SCIENCE INDEX: 3114-3849