

## FAMILY PREDICTORS OF OLDER PRESCHOOLERS' INTERPERSONAL EMOTIONAL COMPETENCE

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Preschoolers' interpersonal emotional competence is connected with the well-being in family interaction, but it is also actual to study the compensatory mechanisms in its formation. Present research aims to found family predictors of older preschoolers' interpersonal emotional competence, included emotional identification, empathy and expression. Parameters of parenting styles, emotional mother-child interaction, family adaptation and cohesion were considered as family predictors.

The study involved 80 mother-child dyads from Saint-Petersburg (42 boys and 38 girls from 5 to 6 years, Mage = 5 year 6 months).

Methods used were: Test «Emotional identification» and questionnaire for parents by E.Izotova, Empathy test by T.Gavrilova, «Analysis of family relationships» questionnaire by E.Eidemiller and V.Yustitskis, «Parent-child emotional interaction questionnaire» by E.Zakharova, Family Adaptation and Cohesion Scales (FACES III) by D.X.Olson, J.Portner, I.Lavi.

Regression analysis revealed that emotional identification by schematic pictures was better formed at higher indexes of unconditional acceptance of the child, deficiency of demands, prohibitions and at lower indexes of overprotection and projection of own undesirable qualities on the child ( $p < 0,05$ ). Emotional

identification by photo is better formed at higher indexes of minimal sanctions, preference to masculine traits and at lower indexes of understanding the causes of child's state ( $p < 0,001$ ) and excessive demands, prohibitions ( $p < 0,01$ ). Knowledge of markers of emotion's expression (drawing of emotions) is better formed in the case of demands, obligations ( $p < 0,01$ ) and underdevelopment of parental feelings ( $p < 0,05$ ). Empathy is positively associated with mother's ability to influence to the child's state ( $p < 0,01$ ). Predictors of emotional expression weren't revealed. Regression analysis revealed only one predictor of integral index of interpersonal emotional competence. Interpersonal emotional competence in overall is better formed at higher indexes of mother's positive feelings in the interaction.

Thus, the unconditional acceptance of the child, the maturity of parenting styles and behavioral manifestations in emotional interaction can be regarded as resources for preschoolers' emotional competence. At the same time the hypothesis of compensatory mechanisms in the emotional competence formation was confirmed. In the case of insufficient sensitivity of mothers, preschoolers better identify emotions by photo and better depict emotions in the drawing pictures.

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