SIGNIFICANCE OF GUIDING THE CHILD’S EMOTION

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A baby responds to warmth and loving care. He achieves security in his mother’s arms, in taking of food, in comfortable sleeping condition and in manipulation of his favorite toys. Loud voices, sudden changes and other strange conditions disturb him. He responds emotionally to the facial expressions of elders. A smile calls forth cooing and smiling. A frown accompanied by sharpness of voice will bring about crying or other evidences of what might be termed fear. Physical restraint such as holding a child’s hand or feet will result in active responses aimed at escaping from the unpleasant situation.

The child’s social and emotional development include the experience, expression and management of emotions and the ability to establish positive relationships with others. It encompasses both intra- and interpersonal processes.

The core features of emotional development include the ability to identify and understand one’s feelings, to accurately comprehend emotional states in others, to regulate one’s behavior and to establish and maintain relationships.

Children with healthy social, emotional and behavioral adjustment are more likely to have good academic performance in elementary school. The sharp distinction between cognition and emotion that has historically been made may be more of an artifact of scholarship than it is representative of the way these processes occur in the brain (Barret and others 2007). This research strengthens the view that early childhood programs support later positive learning outcomes in all domains by maintaining a focus on the promotion of healthy social emotional development.
Harmonious relationships with adults who provide consistent nurturance strengthen children’s capacity to learn and develop. Moreover, relationships with parents, other family members, caregivers and teachers, provide the key context for child’s social emotional development.

References:

https://www.cde.ca.gov/sp/cd/re/itf

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