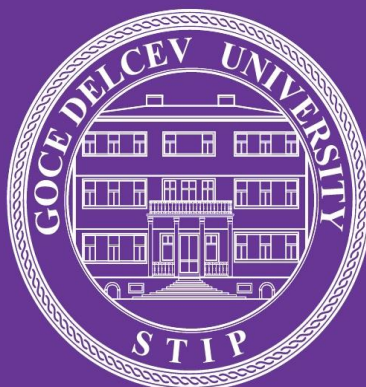


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#### **Address:**

Faculty of Educational Sciences  
P.O. BOX 96  
MK – 2000 Stip, Republic of Macedonia  
Tel.++389 032 550 014

#### **E – mail:**

**emilija.petrova@ugd.edu.mk**  
**kiril.barbareev@ugd.edu.mk**

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## THE CHILD AND HIS NEEDS

Blaga Dzhorova, Ph.D.

Faculty of pedagogy, South-west University "Neofit Rilski", Blagoevgrad, Bulgaria  
[blagadzhorova@swu.bg](mailto:blagadzhorova@swu.bg)

**Abstract.** This paper introduces the preschool child's needs, which are leading in his/her day-to-day activities, the choice of behaviors, regulation, and self-regulation of behavior. It is precisely the needs that can form the basis of pedagogical interaction with children and be the natural engine for development and maturation. The present study explores the children's leading needs and the opportunities for adapting the activity of the educator with them in order to stimulate the child's activity and adequate positioning of the child in the society. For this purpose, an adapted version of the questionnaire by G. Stern – "*Self-portrait - needs and aspirations*" is used.

The results of the survey and their qualitative analysis are the basis for synthesizing suggestions and guidelines regarding the activity of the pedagogue in the kindergarten and creating the conditions for behaving to meet the actual needs of satisfying specific individual needs of the child.

**Key words:** child, needs, preschool age, teacher, game, society

### Introduction

The child of the 21st century lives in an environment of diverse information, a variety of interrelations and interactions, active regularities, processes, and phenomena. All this influences the child's development and orientation in the world. In this diverse and challenging day-to-day world, the child is a present subject with current needs, aspirations, and desires [8]. In general, necessity is defined as a requirement - physiological, psychological, which the individual seeks to satisfy. According to N. Virmozelova, needs can be described as a set of functionally related behaviors leading to the expected support [1]. At different stages and in different living conditions one experiences different needs. Meeting the needs at each stage or under different conditions allows the transition to the next level of needs. In summary, the physiological needs and the need for security are principal in infancy. With the development of the child, the social needs become more and more important, and in the adulthood one is guided by personal needs. When a person satisfies the needs characteristic of each stage of his development, the need for self-actualization is manifested as significant in the following periods [10].

In theory, there are statements that the understanding and analysis of the whole pedagogical activity must be done from the point of view of the child and through the prism of his needs and interests [13] and according to E. Maslow's paradigm, the needs should be satisfied to diminish the motivation of a person to satisfy them and to avoid internal tension [10]. It is understandable that the social challenges and invasion of "e-informants", as well as the low level of social and cognitive experience of the child in the pre-school childhood age, have a disorienting effect on the child's understanding of the world, his/her rules and laws behavioral manifestations and personal affirmation. It is possible that in this process of acquaintance and affirmation in the social environment of peers and adults the child "finds himself in a labyrinth of difficulties, to be involved in contradictions" [13], which further restricts his focus on useful orientation and positioning in the society as well as influencing the choice to meet one or other needs.

Based on the theory, another factor that can influence the choice of means to meet needs and interests, and which strongly motivates and energizes man's behavior and sustainability is the value and value orientation of man [12]. The interrelation between values and needs is two-way because actual needs and interests affect the child's values.

The role of the social environment process in which the child of preschool age lives, develops and operates is particularly important. The family, parenting standards, the parental value philosophy, parents' decisions and choices concerning raising and educating children are related directly to the problem of satisfying the child's needs [3]. The modern challenges - dynamic development of the information environment, the needs sphere, social contradictions and conflicts, problems in the family environment, organizational and content problems in the educational system, etc. create difficulties in providing a "climate of activity" based on children's needs and interests in the children's group for each particular child, in the relationship child-adult, child-kindergarten teacher. In this sense, it is also necessary to thoroughly and scientifically recognize and study the period "childhood" and to study the actual needs of the child in order to make the pedagogue work with them and the adequate "blending" of the child in the society.

In the age, before going to school the child is a subject with a certain level of psychosocial and personal development. Any intervention in the field of development should take into account the permanently upgrading of specific features - a new level of development of psychic properties and qualities, a new type of socialism accompanied by contradictions and desire for expression, a degree of autonomy, initiative, efficiency, communication direction with others for self-assertion, etc. According to research data and theoretical attitudes, at this age, children are quite sensitive to processes such as respect for the person and their claims, respect for the right participation and personal opinion, interaction with peers and adults for the purpose of expression, etc. In the general context of child development, and especially at the age of 5-7 years, the problem of the needs is also actively indicated. The needs of the child should be seen in the context of the child's activities, its ability to test behaviors, the possibility of choices, and the expression of individual preferences.

A part of these problems are related not only to the needs of the child but also to the attitude of the community towards them, to the acceptance of significant things from the child's life by the elderly and in particular by the teacher. There is no doubt that one of the main issues of pedagogical science and practice should be - Do children's needs, interests and activities satisfy the teacher's messages? Such a question should be answered throughout the childhood and, of course, during the preschool age.

At preschool age, the child has opportunities and conditions for adequate perception and analysis of social situations and behavioral patterns, for self-expression and activity, for expressing opinion and positioning and for behaving in response to the actual needs of satisfying specific individual needs. The teacher can stimulate child activity and support the natural self-development and flush of the mature childhood personality [13].

The essential question that needs to be answered by the child pedagogue focuses on the nature of pedagogical interaction and the opportunities for guidance in the world through the result of the deliberate and unintentional activity of the child aimed at meeting the actual needs. This requires a qualitative change in each aspect of the interaction with the child before going to school, and especially [according to 5] "solutions should not be" closed "only in the pedagogical practice - the effective organization and successful child pedagogical and personal results require the contemporary teacher to permanently discover the "connection" between theory and practice, and to manage his own pedagogical work on the basis of eternal pedagogical values and a leading paradigm" [5]. Being acquainted with the child, his needs, and interests, opportunities and perspectives, the pedagogue is an important factor in the process of realizing the positive concept of a preschool child. It is important that the choice of issues that are being discussed by preschool children is consistent with the lifestyle and experiences of the children in the group and that they meet their needs, searches, and interests and provoke the value system of the particular child, is in fact a prerequisite for the "discovery" of its place in the group and the adequacy of relations and interaction [7]. Particularly important is the moral aspect of the relationships between the subjects of pedagogical activity - children and the pedagogue, which is characterized by trust in children, benevolent attitude towards them, objectivity in judgments, fairness in the settlement of disputes. When there is a benevolent tone between children and the teacher, then it is also possible for the children, through their imaginative ability, to transfer it to their relationships with others. When the teacher approaches the children, he stimulates the cultivation of a sense of gratitude, desire and needs to do everything that is expected of them [by 9]. The teacher's importance in the process of meeting the child's needs is also supported by the assertion that his "individual values allow the "management" of their own, those of children, experiences,

feelings and emotions, actions, activities, etc., modeling and transformation into positive accordingly to the needs of the child and the requirements for his/her current development” [6].

In support of the above is the assertion that “the fundamental role of the needs in the structure of the human personality is well-known. They are relatively persistent peculiarities of the psyche and are inextricably linked to the person's focus, interests, regulation, and self-regulation of behavior. The needs of the child are of great importance for their upbringing and development. We should not talk about the knowledge of child's specificities without diagnosis and assessment of that person's personality.” [11].

## 2. Organization of the study

In the context of searching for answers in the present study, an exploratory study was conducted to identify the leading needs for the child in preschool age and the opportunities for taking them into consideration in the educational process.

A questionnaire adapted by G. Stern – “Self-portrait - needs and aspirations” was used. The questionnaire consists of short descriptions of characteristics and reactions of the personality that express different psychological needs. The task of the child is to assess the extent if they relate to him and to answer Yes, I do not know or No [by 2]. The teacher asks the questions and notes the answers in the toolkit developed for this purpose.

The contingent of the study is of 93 children aged 5-7 years attending a prep group at kindergartens in the towns of Blagoevgrad - 13 children, Dospat - 20 children, Yakoruda - 20 children, Samokov - 20 children and Kyustendil - 20 children.

The key needs of the child of preschool age stand out after the children's responses to the proposed adapted claims - characteristic and reactions aimed at 22 mental needs. Claims corrections do not change their meaning and content but make them understandable for the contingent.

The original questionnaire contains characteristic and responses of the personality in which 25 psychological needs are expressed, but with respect to the age of the persons surveyed, some have been removed. In view of the specifics of preschool age children, it is permissible to combine stages in the scale to three - Table 1. Those that contain a negation of the situation are united to one stage – denying; retaining the neutral stage - in case of inability to judge, and the three stages supporting the claim are united in positive/confirmatory terms.

We assume that the third stage expresses the need of the examined child.

**Table № 1**

Stage	Scale before uniting	Stage	Scale adapted for children of preschool age
7	it characterizes me excellent	3	Yes
6	it characterizes me good		
5	I am rather that kind		
4	it is difficult to estimate if I am that kind or not	2	I don't know
3	I am more likely not that kind	1	No
2	this does not apply to me		
1	it does not apply to me		

## 3. Results analysis

The quantitative processing of the data obtained has highlighted the three most important preschool-age needs that are not surprising and confirms the existing pedagogical and psychological theories.

First of all, the child has the need to play (entertainment). This activity is related to manifestations of humor, irony, whims, imagination, participation in mass entertainment. According to H.A. Murray, the need for a game is related to the quest for joy because of the joy itself, and when a person develops to a great extent this need, he/she becomes funny, cheerful, joking, free, carefree. Due to the particular importance of the game, the personality is included in the necessary scheme, although according to H.A. Murray, it can be discussed whether

it should be considered a need or another personal variable [2]. Two claims were made to reveal this need to children, receiving positive responses of 86% and 82% of those surveyed. 11% and 17% can not estimate, and 3 and 1 of the children respond with “no”, in other words, for them only the need for the game is definitely not one of the most important needs. Undoubtedly this result gives a clear prescription about the nature of interaction with children in preschool. The basis for pedagogical interaction must be the essential activity for the child - the game, i.e. in the educational process, it is necessary to apply the game approach, with its corresponding methods, means, and techniques.

The next need is the need for a society (affiliation) - manifested in over 80% of the children. Its main tendency is the interaction with other people and an effort to be a friend. People who have such a need usually express it towards the surrounding world with: careful attitude towards acquaintances, openness to new acquaintances, acceptance of a someone else`s perspective, avoidance of harming others' feelings, asking friendly questions, different forms of communication [2]. When in the personality process the individual receives support for avoiding conflicts and achieving close personal relationships this need develops [1].

Moreover, through two allegations, it is checked whether the people surveyed have a need for a society – “Do you like to be among the children in the group and participate in the general activities?” and “Do you love your friends and try to understand them?” Both strongly confirm the need to interact with others - 83% and 84%. Those who categorically reject the need are not many - 3 and 1 children. Therefore, in every activity, it is good for children to have the opportunity to interact and communicate with both peers and children of different ages, to be stimulated to share their feelings and opinions, to be free to ask and answer questions. Even in preschool children may be in a problem-solving situation by discussing and working in small teams, attending other groups of children within or outside the kindergarten, and realizing joint initiatives. All this will help to form a person who can interact and communicate with others on the basis of understanding, goodwill, sympathy, etc. The result of satisfying the need for affiliation in human beings begins to cultivate a need for respect, and satisfying the need for respect reveals even the highest need - self-actualization [1]. According to E. Maslow, this is a need for the complete development of own potential and its expansion to the greatest extent [10].

The results of the survey rank third the need for pleasant sensations. This need is connected with the test of pleasant sensual impressions and is manifested in the desire to enjoy the sense organs. A source of these pleasant impressions can be the contacts with nature and the enjoyment of its sounds, aromas, and pictures, as well as the amusement of delicious food, drinks, music, cinema, theater [by 2].

Only one suggestion is presented to the children – “Do you like to have a pleasant experience - to go to the sea, play interesting games in nature, go with a friend to the cinema?”. For 86% of the children, the presence of such a need is categorical and 13% cannot decide. Only one child does not feel the need for pleasant experiences.

It is clear that in order to develop the child's sensitivity, impressiveness, and good aesthetic taste, the pedagogical activity should focus on activities in nature and interaction with the art - cinema, theater, music.

The following pre-school needs for children are a need for knowledge, a need for order, a need for recognition and approval.

The need for knowledge is mainly related to the curiosity of man. In contrast to the need for a game where there is no goal, a series of operations aimed at a particular purpose are being conducted on this need. People who have the need for knowledge are searching for and exploring new things/stimuli at a physiological or social level and seeking to obtain information in every situation. These people are distinguished by using conceptions [2].

In the framework of the survey conducted, three statements are proposed, on the basis of which it is established that the need for knowledge is clearly expressed in the 5-7-year-old child. The results of the three questions testify that for a large percentage of the children to learn new things, information and the manifestation of curiosity is characteristic and essential: “Do you have the desire to learn new things about the world around you?” - 74% answer “yes”; “Do you like to ask questions and get answers for the things you are interested in?” - 67% answer “yes”; “Do you like to visit new places - villages, towns, parks and do you know new children?” 79% responded with “yes”.

These results show that, in order to achieve pedagogical goals, it is necessary not to rely on means and methods trivial for children, but to use strange and new means, as well as paying particular attention to childhood issues and curiosity. “Through curiosity, the child gathers information that, after transformation, influences the experience and behavior, and as a consequence of this dynamic process of interaction the little person grows more capable, sociable and adaptable to the surrounding world” [4]. Information in itself is



valuable to the child and this must be used in pedagogical work to achieve an adequate orientation in the world and the values of society by satisfying individual needs.

The need for order is connected with the establishment of an order of things, cleanliness in the household, observance of the daily regime, striving for accurate and precise expression, etc. [2].

The aim is not only to achieve order in the subject and social environment but also to achieve order in the thoughts and deeds of man. For how many children the order is a need is determined by the answers to two questions. To the question – “Do you like to follow the execution of order and discipline in the kindergarten?” 68% of the children respond positively, 23% cannot decide, and only 10% answer negatively. To the question - Is it important for you to be clean, well dressed, tidy and good? 81% answer yes, 19% cannot decide, and no child gives a negative answer. These results confirm once again that even in infancy, children adopt order and tend to obey rules. The order gives them tranquility and makes them feel comfortable with themselves and the world surrounding them. Developing qualities such as hygiene, orderliness, performance is achievable in preschool education, and their importance to the child places them at the heart of their orientation in the world that surrounds them.

The need for recognition and approval by others is typical of people who love recognition, distinctions. They are delighted to be praised and to acknowledge their achievements [according to 2].

“Do you like to be praised?” and “Is it nice someone to talk about your achievements?” are the two questions that the children provide an answer to. In both, 72% responded with „yes”, 20% could not decide, and the others answered “no”.

It is clear that for the child of preschool age is important that the results achieved by him/her are noticed and evaluated by the teacher and/or other children. The value of the achievement can be realized if it is also publicly recognized, i.e. recognized in the group. Satisfying the need for recognition also affects the self-esteem of the child, which in turn alters the perception of the child's value and place in the society and the work done by him/her on his / her activities.

The next set of needs, according to quantitative results, are the need for achievement, the need for clarification (education), the need to create, and need of ostentation.

The need for achievement reflects the tendency to do something fast and well, to overcome the difficulties, to make efforts and the will to achieve the goal. This need is associated with qualities such as ambition and self-esteem [according to 2].

“Are you trying to do something you think is difficult for you?” “Do you compete with others and do you struggle to win?” are the two questions children have to answer.

67% of children give positive answers, 18% cannot decide, and 15% respond negatively. The percentage of children who do not save effort, time and energy to achieve meaningful goals is great. The competitive element, the difficulty in realization and the clearly set goals in pedagogical activity will contribute to the emergence of personal ambitions and the rise of self-esteem.

The results confirm that, as stated in the theory, the need for achievement is directly related to the need for recognition, but at the same time it is clear that the child in preschool does not exclude the necessity of game and society.

The need for clarification (education) is expressed in the pursuit of information, clarification, teaching, and inclination to the narrative, interpretation. A person with such a need is satisfied when there are listeners [according to 2].

To the question – “Do you love to tell, share and show things you have learned and know?” 62% of children respond „yes”, 23% cannot decide, and 15% with “no”. The second question of identifying the need for education – “Are you happy when the children in the group are listening with interest to your stories?” 74% respond positively, 20% cannot decide and 6% responded negatively. This shows that many children like to be in the role of teachers, to tell, to inform and to have listeners. Once again, it is necessary to demonstrate in pedagogical activity that children should be equal partners and participants not only in practical activities but also in activities that have a learning and informative character through competently structured situations based on the lecture, personal story and sharing by the children and by placing tasks to perform roles of speaker, lead, journalist, etc.

The need for creation is characterized by intuitive adaptation to new conditions, inventiveness, intuition, rapid orientation, learning, as well as originality, creativity, new ideas [2].

The two questions the children are asked: “Do you like doing/trying new things that you never did before?” and “Are you happy when you discover new ways to achieve something - such as a new way of making a ship, or a boat of paper?”.

The results show that a large proportion of children tend to participate in creating something new and are satisfied with this - 70 %; 72% are the positive answers to both questions; 9% and 6% respectively are negative. There is a difficult task for the teacher to create conditions for children's creative activities, to use discovery and inventions to guide the child into the valuable and significant things in the world around.

The need for ostentation is related to the desire of a person to be noticed, to impress, to admire, to be given attention, to cause astonishment. People with a high degree of conviction are convinced of their own value and uniqueness. This need can be provoked by the presence of others and the opportunity for publicity.

“Are you trying to be liked by other kids, guiding them in the games, complying with what you say?” and “Do you like to entertain the kids around you?” are the two questions children have to answer in order to determine the presence of the need for ostentation.

The results show that the child in preschool age likes to be noticed and his word to be heard. 69% and 75% are positive responses, and 11% and 5% are negative.

The task of the educator is to ensure the satisfaction of this need to all children so that each child will strengthen his sense of value and uniqueness, and at the same time will perceive the other as unique and meaningful.

This group of needs makes it possible to conclude that the pedagogue should clearly and accurately set achievable but not easily realizable goals for children. It is necessary to give children the opportunity to create, experiment, and to base the interaction and communication on equal participation, consideration, listening and sharing.

On the basis of the survey results, a group of needs can be identified but not as leading because only some of the assertions are dominated by positive responses, which is an indication of the importance of the need. This group includes the need for care for others, the need for autonomy, the need for aggression, the need for domination, the need for compensation and the need for self-justification.

The need for care and guardianship for others is to look after others - lonely, sick, and old people; disabled people; young children; friends and strangers; in trouble, and so on. The characteristic feelings are a pity, sadness, sensitivity to the misfortune and the needs of others [2].

72% of children respond positively to the question – “Do you like to help other children and protect them?”.

49% are the positive answers to the second question – “Do you try not to cause trouble or inconvenience to others?”.

Compassion and charity are positive human values whose formation can begin at preschool age but reach a higher degree of understanding and expression in the next stages of human development. Of course, it is entirely possible to place the foundations in the kindergarten by organizing charity bazaars with children's cards, drawings, toys, etc., to be donated to children or adults in difficulty.

The need for independence is associated with the pursuit of freedom and independence in desires, with the conduct of behavior by our own impulses and whims. Some of the feelings are rebellion, resistance, self-esteem, and also a particular imprint of constraints, dominance, and aggression of others [2].

70% of children respond positively to the question – “Is it unpleasant when another child or teacher makes you do something you do not want or stop doing what you want?”.

53% respond positively to the question – “Do you like to do everything by yourself and do not depend on anyone?”.

These results fully determine the specifics of preschool age when the children are uncomfortable when somebody is telling them what to do when they want to be alone and often say “myself”, but at the same time, they realize that they need someone to show them, to receive help. The adult/pedagogue may and should patiently wait for the child to show independence and to try alone, and then, with tactics and skill to direct and help the child.

The need for domination “is expressed in the desire to control and overcome the factors of the social environment, the desire to control the unfamiliar desires, needs, feelings, thoughts, impulses”. The characteristic feelings are self-confidence, independence, determination, authoritarianism, self-discipline. The need arises in regulating, directing, organizing, arguments, taking decisions, opposing, defining principles and norms of admission [according to 2].

66% answer “yes” to the question – “Are you comfortable when you talk to others - children and adults?”, and 47% of the question – “Do you think you have the power to decide what to do in the group and that everything depends on you?”.

It is clear that a child in preschool is calm and self-confident in communicating with others and even manages to determine what is happening in the group. Providing a reasonable degree of opportunity to meet this need will increase the self-discipline of the 5-7-year-old child, as well as self-regulation and self-control.

The need for compensation is linked to overcoming their own failures and weaknesses. It is characterized by determination, disappointment, risk, and persistence. It manifests itself as “a quest for overcoming obstacles and difficulties on the way to the goal, with the preservation of high-level self-esteem” [by 2].

61% respond positively to the question – “When you fail to do something from the first time, do you try again - arrange a puzzle, paint a drawing?”, and 52% of the question – “Are you sure you can handle the tasks given by your teacher and can you work confidently?”.

The results show that a large part of the children has to work towards increasing self-confidence and security of success. The pedagogue is the one who should individualize the tasks to the children in order to avoid uncertainty and doubt about personal opportunities.

The need for self-justification is expressed in self-defense from accusations, condemnation, justification of failures, self-preservation. Typical feelings are guilt, anxiety, inferiority, self-judgment. It is the result of accusations, punishments, convictions and is directed to the protection of personal feelings and perceptions, to the non-acceptance of feelings of guilt and the refutation of foreign arguments if they affect the person concerned [2].

71% respond positively to the question – “Do you defend yourself when someone offends or accuses you?”, and only 29% of the question – “Are you hiding your mistakes and failures?”

A large percentage of children respond to the accusation and are ready to protect their personal feelings by rebutting others arguments. At the same time, the results of the second question indicate that the need for self-justification is not significant for the 5-7-year-old child and that at this age he/she tends to recognize and share when wrong or has failed.

The last group of needs is those who receive positive answers from less than half the children and are not considered significant. This group gathers the need for safety as a tendency to avoid blame by others, a need for safety as a tendency to avoid physical trauma, the need to avoid failures and the fall in one's own eyes, the need for respect for others, the need for isolation, the need for retreat.

The need for safety, as a tendency to avoid blame by others, operates as a defense of the individual against social convictions and reprisals. It is impressive by public opinion, in excessive caution, in compliance with norms. The feelings of this need are fear, anxiety, guilt, remorse of conscience [2].

Both questions receive confirmatory answers from less than half of the children - Do you try not to do things that others will not approve - Mom, Dad, Teacher, Friends ?, 45%; Are you cautious? 46%.

It can be summed up that the tendency for children in preschool not to have anxiety, fear, and sense of guilt is positive but, at the same time, living in a community presupposes compliance with social norms and order. Social control is something that can happen to the child in his or her development, and at preschool age can be the beginning of an understanding and acceptance.

The need for safety, as a tendency to avoid physical trauma, is a quest for avoiding physical pain and a sense of fear in front of her. Characteristic feelings are fear and anxiety. This need is expressed in the exaggerated caution and planning of all activities in order to avoid unforeseen cases, retreat into difficult and dangerous situations [2].

The three questions the children should answer are: “Do you pay attention when playing not hurt yourself and cause yourself a pain?”; “Are you trying to stay away from dangerous situations where something can happen to you?”; “Are you alert?” Positive answers for all three questions are over 40%, but up to 50%, which shows that at preschool age there are children with a marked sense of self-preservation and safe behavior but there are also those who are more risky and impulsive. Prudence is an important quality that can be learned through formal and informal interactions with children, purposefully during pedagogical situations and improvised in the process of additional activities when the situation implies it.

The need to avoid failures and the fall in one's own eyes “is a tendency to avoid circumstances that lead to ridicule, neglect, indifference by others; avoiding desires caused by fear and failure”. The characteristic feelings are restlessness, feeling of inferiority, nervousness, an experience of shame and embarrassment [2].

Positive answers to questions – “When you want something very strong, do you give up if you think you will not succeed?” “And when you feel uncomfortable, do you feel ashamed and worried?” Are 37% and 50%. The results show that a 5-7-year-old child does not give up just because of a suspicion of failure and does not have a strange feeling of embarrassment and shame. A pedagogue can safely place tasks of a different nature and complexity without taking into account the possible failures and feelings of anxiety and shame because, as it can be seen from the results, children in preschool tend to suffer their personal failures and feelings.

The need of respect for others is expressed in consideration for others, in search of protection and care from them. Characteristic feelings are respect and astonishment [according to 2].

Answers to the questions – “Do you like children who impose their opinions and want to force what to play and who to play with?”, and “Do you respect their wishes?” show that 37% of children accept the opinion/decision of the other children and comply with it.

Most children do not feel the need for respect for others, which means they hardly recognize leadership and experience and are not confident that others know more and should be respected. A large number of children are not inclined to praise and express gratitude and are not inclined to accurately fulfill what they are recommended to. Respect for others is valuable for interactions in the social environment, and in this sense it is necessary in the purposeful process of orientation in the world, through a variety of activities, to achieve recognition and respect for the other.

The need for isolation is manifested in avoidance and separation from people, avoidance of contacts and acquaintances, expression of indifference, careful and critical selection of friends and acquaintances. The characteristic feelings are contempt, neglect, indifference, annoyance [by 2].

The questions to which the children answer is: “Do you like to be alone?”; “Do you like to play games that do not need other players, ie. alone?”; “Are you worried when there are many kids around you?” and “Are you trying to be away from children you do not like?”. Except for the last question, all other receive positive responses from less than half of children - between 30% and 45%. Only on the last question the answer “yes” is 61%.

The answers show that children prefer to play with other children, they are worried about the presence of many people around them and save interaction and communication with children they do not like.

The need to step back is to expressed in denying something, to recognize mistakes and self-accusations, to accept the passive behavior, to obey without protest if others want something or dominate. Typical feelings are the shame, guilt, obedience, loss of hope, despair. It is caused by aggression and pressure from other people.

The quantitative results show a low occurrence of this need in the child and indicate that it is not inclined to be passive, obey without protest, obedience, and despair. It should be noted the positive tendency that there is no aggression and pressure from other children, and no emphasis is placed on their mistakes and failures.

#### **4. Conclusions**

The first three major needs for the child of preschool age allow us to make the first conclusion, namely: a significant place in the educational process should take the game in its different forms, the communication and the interaction in a group of peers and various groups of age and the positive, pleasant emotions based on pleasant experiences in nature and among others. It can be assumed that it is beneficial to achieve the objectives of preschool education to include games and exercises in both the main and the additional forms of organization, the planning and realization of team activities/group work, the use of tools that impress children, as well as the realization of activities that allow positive interactions.

The conclusion from the second group of needs is that in the day-to-day activities with the child the pedagogue should create conditions for satisfaction of curiosity and inquisitiveness, for reaching the “knowledge” on the basis of personal activity and participation and enrichment of children's ideas and concepts through accessible information. Interactions in the learning environment must be in accordance with generally accepted rules and regulations to be a source of peace, comfort, and harmony. The results of the child's activity, as well as positive appearances, should be acknowledged and evaluated both by the group and by the educator.

The third group of needs concludes that the pedagogue should clearly and accurately set achievable but not very easy goals. It is necessary to give children the opportunity to create, experiment, try, and to base the interaction and communication on equal participation, consideration, listening and sharing.

Instead of summarizing, we share the claim that, as far as the educator is concerned, it is imperative to “transition from a teacher with priority training to a pedagogue - an expert on child development; initiate

dialogues with the child instead of monologues; to offer comprehensible messages instead of authoritarian rules; to manage by negotiation instead of commandments and punishments; to turn their own goals and tasks into children's goals and tasks; to offer high professional-pedagogical competence and creativity instead of pre-planned and centralized action plans independent of individual children's priorities and needs" [6]. All this will create the real opportunity to meet today's children's needs.

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