



BOREDOM IN PRESCHOOL AS A WARNING SIGNAL FOR A TUTOR/TEACHER

According to Robert Plutchik's theory of emotions, boredom is one of the emotions possessing weaker intensity, and is classified as a negative emotion. In a preschool group, boredom is a warning signal that something wrong is happening. In order to avoid stronger emotions such as disgust or loathing, which might be the emotional succession to boredom, teacher has to face the problem. Surveyed teachers of preschool education, parents and even children themselves point out the main reasons for boredom, and for all of the three groups they are very alike. We can distinguish three main causes of boredom: a lack of variability in activities, incompetence when playing alone, and tasks, both too easy and too hard, given to a child. A solution to the problem of boredom in kindergarten seems to be diversity, pointed out by all of the three surveyed groups: teachers, parents and children. This diversity should concern forms of work with a child, activities, and the didactic content being taught. Individualization and pluralization are also necessary when working with a preschool group (mentioned by Howard Gardner, creator of the multiple intelligences theory). This means adjusting the methods of work to the whole group by the means of pluralization, and at the same time to every child by the means of individualization. Diversed forms of activities, and adjustment of the appropriate methods of work with a child to the individual way of child's learning and his interests, are the key solution in the fight against preschool boredom.