

Developing a sense of identity in preschoolers

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Abstract

Identity is understood as the whole feeling of personality, a sense of continuity and stability in spite of numerous changes and impacts that the person is exposed to. A sense of identity starts to form in childhood, with active participation of people from children' and the social environment. Children from birth tend to develop a sense of ownership, identity. The authors cite several types of identities: the social, cultural, personal, ethnic, racial, sexual, national, and in the case of children, especially adolescents, we examine the concept of peer (group) identity, etc. Obviously, children who feel worthy and capable are mostly more optimistic and better students. Also, healthy sense of identity helps children to be more open to other communities, and not to fear from differences. A healthy sense of identity helps children to feel better about themselves. This paper deals with the analysis of the ways in which preschool children are encouraged to the identity development, what are the teachers' attitudes about the identity development in preschoolers, what are their support methods and strategies about identity development, do preschool children understand the concept of identity, do they have encouraging environment for developing and nurturing a positive sense of identity. Also one of the questions was what type of identity is the most developed for preschool children. The research was conducted using: a questionnaire for preschool teachers (which included 50 teachers working in kindergartens at the municipality of Niksic) and interview protocol for preschool children (which included twenty five children aged 4 and 5 years attending preschool institutions of the municipality of Niksic). It has been found that teachers are helping children to develop a sense of group identity and self-identity, that they are respecting children needs and helping children in their development. The most common teachers' activities are helping children in performing certain tasks, monitoring children's needs, building a portfolio for each child, etc. The strongest factors which had influences to the identity development are the families, the social groups to which children belong, social conditions, as well as traditions and cultural milieu. Children mostly have developed sense of the self, family and group identity, and they said that teachers implement many activities about identity development. Most of the interviewed children already have a clear idea about their own identity and future plans they want to achieve.

Keywords: identity, children, preschoolers, preschool teachers, group identity, self-identity, positive sense of identity, family

Introduction

We understand identity as a sense of a whole personality, sense of consistency and stability in spite of changes and numerous influences person is exposed to. From beginnings human seeks to reveal who he is, what he is striving to, and what are his values. Said in other words he wants to find his identity.

Word identity dates from Latin language, from word *identitas*, meaning identical (Trebjesanin, 2012, p.116). Through the idea of self-identity, we try to answer the key question- "Who am I?"

Studying the identity is often connected with Ericson, who developed the concepts and crisis of identity progress. Still, the concept of identity dates back from ancient times, and it can be associated with Plato's views (Gerson, 2012). Cooley realized significance and influence of social interaction on developing individual identity at the beginning of twentieth century, and he was the first who studied the identity development (Cooley, toward Willis, 2013). Later, Mid (1934) and Ericson (1968) continued his work and deal with the studying of the social influences, interaction and communication on identity development (Willis, 2013). During the time, the concept of identity connects with culture and society as the main factors. Also, very important segments were sense of friendship, so as taking parts in society, in which individual exists.

Ericson separates group (social) identity, ego identity and personal identity (Ericson, 2008, p.34). Appiah (toward Mesic, 2006, p.284) points out the existence of two dimensions of individual identity: collective (which were based on religion,

"race", sexuality, or ethnicity), and personal (based on some morally important characteristics as intelligence, charm, spirituality and so). Both of categories affect the social life, but still collective identity is seen as social category. Most of the time, identity concept is mixed with self-concept. Ericson made distinction here. He sees self-concept as something connected with others, while identity is complex self-concept, which is above self-concept including significant parts from individuals' present and past (Ericson, 1968, p.78). Most people who researched this concept agree with Ericson that person isn't born with certain identity, but identity is getting formed during time (Willis, 2013). Therefore, we shouldn't neglect the early childhood period as a strong base to develop sense of individual's identity.

Marsia and Kroger (2011) recognize identity as a compound concept connected with different values. Those are: self-respect, anxiety, authority, moral progress and ego progress (Ericson's ego identity).

At the Convention of United Nations devoted to children rights in early childhood, it's pointed that early childhood is the base for physical, psychological and mental health, emotional security, cultural and personal identity, so as development of various competences (United Nations Committee on the Rights of the Child, 2005: Paragraph 6(e)).

Infants, even if they can't speak, they use body, vocal and facial expressions to show their satisfaction or protest. Somewhere in that period their first social contacts with others start. At fourth month kids start to develop intense (satisfaction of their needs). At eighteen months they make clear distinction of others, and in with two years they can point their needs and wishes clearly. The first sense of autonomy is also showed, which is specific in basing on relation addicted-non-addicted. Pre-schoolers begin to be aware of other people needs and senses, so as they provoke people's reaction. At the age of five, six, before going to school, social possibilities are multiplying. That's the period when they connect with kids from different cultures and when they meet with different life situations (Seefeld and Barbour, 1998).

Children identity is forming through possibilities, advances, so as boundaries in front of him. So, Hurlock considers that identity is "idea of how individual sees himself, his possibilities, characteristics and relations with people around him". The idea about self has 2: physical and psychological factors. First ones relates to the concept of individual and his physical characteristics, while second (psychological) relate to the features significant for finding a way in life as honesty, independence etc. (Hurlock-toward Kamenov, 2008, p.243). Kamenov said that both child's identity and unconditional assimilation to society don't represent full independence of individual despite society (2008). Ericson thinks that by this way, person stands on his foot includes in society and builds his sense of self (1963, p. 244).

Forming identity in early childhood is complex concept which changes along with child's experiences, activities, relations with others, responsibilities and obligations (Brooker and Woodhead, 2008, p.1).

Before school starting most of the children have already formed picture about where they are, what's their role at home, in preschool institutions, neighbourhood and according to way we treat them they build sense of who they are.

During the study of identity we must take into consideration the significance of milieu, the way in which it's presented. Authors point out more types of identity: social, cultural, personal, ethnic, racial, sexual, while in the case of children, especially adolescents we can also point out concept of coeval (group) identity, and so. Human can adjust in several types of identity, mostly belong various identities in different life periods.

Socialisation process is very essential for any kind of understanding a child which is conditioned by numerous factors.

Child is not constancy, universal product which functions as protected sole, but social being. Identity development starts from experiences, that are children seek for new ideas of self and others, modify the present, while confronting with his/hers social and physical society. In order to set identity it's necessary to feel ourselves as independent person.

At the begging (by birth), this self-sense is made through connection with one person, mainly the mother, so that later it would involve more people (Research Digest – Standard 14 Identity and Belonging, 2007). In order to understand the progress of child's identity through childhood, personal engagement and child's activity in cultural life, we must recognize identity and personality even in infants (Rogoff, toward Brooker and Wood head, 2008, p.4).

Important part of childhood is developing the sense of self or personal identity. Developing personal identity is dynamic process which is seen through various activities and relationships in everyday life at home, in community, and in kindergarten. We can describe identity as constructing, building and reconstructing of a child through his/hers reactions with parents, teachers, peers and others (Brooker, 2008, p.6).

Modern theories comprehend identity as a complex while soles are described by the help of more identities. It's all conditioned by changes of cultural and social context, which have influence on individuals to develop new identities, and mainly existed ones (Brooker, 2008, p.10). In accordance to most of the authors, it can be said that when child first enters

the kindergarten, he carries with himself the certain identity which is very essential for later building of child's personality. Child might come from family where he/her is treated as a "family star", then he/she might be just another family member and at the end might be an outsider or respected member.

It's clear that children at different ages have different picture of themselves, and the picture depends also on child's position in family. Several researchers from many western countries indicate that experiences that children get from home and from nearest environment affect development of thinking, talking, behaviour, which later indicates their progress in school.

If there is stimulating environment it doesn't mean a lot without a person who is between child and environment, who stimulates and gives directions to child (Kamenov, 2008a, p.169).

If we observe child's development, so as his/her identity development, we must look at the social context in which child is educated. Social context is composed from family structure, cultural heredity and political-economic conditions. From birth to adolescence and later, human sole is exposed to different, often confronted influences (Pennington, 2004).

We encourage children to understand and accept some of common norms (implementing certain rules, respecting rights and values) by helping them to develop positive personal and group identity. These values consist of rights for piece, human rights for solidarity and equal possibilities, so as development of personal responsibility. This can be achieved through numerous activities such as songs, telling stories, various cultural celebrations, playing roles etc. these are some of the things parents and teachers use to ensure that their work brings positive sense of identity and belonging. Settling this type of identity later develops better relationships with others, prevents violence and discrimination, and develops competency and sense of usefulness and responsibility within children. Sometimes, it is of great importance for progress of child's identity to make contact with people outside their home, because their position in that case would be defined in spite the way they represent themselves and of constructed personality, not in the case where family accept them being what they are.

Those accepted kids will mainly seek to develop acceptable features of personality (for certain society) (Hurlock toward Kamenov, 2008). Kids that are accepted are mostly leaders, full of security, self-confidence and caring, which results that they are favourite ones. They successfully set social relationships.

Friendship helps to overall situations in which children feel vulnerable. It is also important for both adults and kids, even for very little ones. It can also lead to new picture of themselves including stronger feeling of self as a member of certain gender, age, and ethnical origin (Danby, toward Brooked and Woodhead, 2008, p.36). During plays and conversations with peers children often study new values and models of behaviour. Participation in coevals' groups gives children sense of collective identity which differs one that children share with others. Although during early childhood interact mostly with parents, after first years, some other factors have influence. Coevals take a significant place. Some researchers show that two years old child interacts with other children, which increases as child grows up (Helper, toward Spasenovic, 2008). Therefore, we cannot neglect coevals' influence on forming pre-schooler identity.

Will child build his/her attitude toward confidence in their own strength and environment depends on self-awareness and relationship with children in small groups, and then will accept the world as inclined and opened place. Child needs to prove, to acknowledge and accomplish his/her self. Preschool period some also call "period of pride" which represents not only resistance toward authorities, but also pride on their achievements.

Small children are especially proud of something they do or make, so they need to be additionally stimulated and encouraged (Elkind toward Kamenov, 2008, p. 247). All the process should be followed with adults' support. That's how children will form the picture of themselves as worthy and capable persons, good friends and participants in activities at kindergarten and family. In that way it can also affect child's socialization and dealing with disciplinary issues within group (Aysacks, toward Kamenov, 2008, p. 247).

Children build identity and adopt cultural worthy skills, knowledge and attitudes through relations with others. In this case, parents or tutors are main stimulators to realize children rights (UN Committee for Children rights, paragraph 16). Family experiences help and offer opportunity for children to develop identity which has some cultural features and is still unique for every child.

Zvonarevic divides child development into two phases. According to him, first development phase contains dividing self from others, so that later would follow the phase of accepting self as object. According to Pijage attitude Zvonarevic claims that child at first lives as no divided person, and later becomes aware of his/her existence as individual.

At early period other people, family, coevals, society... have influence on creating picture of themselves and building self-identity. This influence on creating a picture of his/her self so as building the self-identity is more significant and crucial in early childhood.

Accepting the concept of oneself process often has hierarchical character. Child builds primary founds of identity in family, through relationship with parents and other family members, identification with one or both parents, through acknowledgement, parents' expectation and so (Kamenov, 2008, p. 244). Concept of identity often finds its basis in multiculturalism. When looking from this aspect it represents connection and attraction of those who share it. This kind of role could have also positive and negative aspects, in certain way it can capture members of social community, even when they want to change it.

Teacher, like everyone who works with children is confronted with important roles. Child needs help to build his/her personal sense, and belonging. As to accomplish that, it is essential to understand child and comprehend the way he/she's thinking, his/her interests, wishes, needs and so.

If we want to work on child's attitude in a proper way, it is necessary that teacher treats child as a whole positive personality that is to always focus on what is positive in every child. If punishing a child, this should be done with much more attention, so as to accomplish desired results, and at the same time to avoid negative consequences.

If we want to provoke child's changes, we should be very careful so that teacher's role could be played properly (Kamenov, 2008). Child is not a small human, therefore he/she shouldn't be module by ideas of adults, nor should we change whole child's personality. In preschool period and everywhere else is necessary to respect child's personality, to respect his individual rights, but also to help them to be actively involved in daily routine.

Method

Participants

Our research included 50 teachers who work in kindergartens in Niksic municipality (all examined were females). In this example there were also 25 children at the age 4 and 5 who go to these kindergartens (twelve-48per cent boys and 13 girls (52 per cent)).

Materials

We gathered the answers from teachers who filled the questionnaire, written for this occasion. The questionnaire had closed and opened questions, so teachers could give their opinion about the topic. The first part of questionnaire consists questions about general data which are named for teachers (gender, years they work, groups they are working or worked in). Other questions were about our research topic. There we set questions about types of identities of pre-schoolers, influence of factors, and also the possible environment which stimulates pre-schooler's progress. We also used an interview protocol (also designed for this opportunity) for children of the age of 4 and 5 (senior kindergarten group). Within the interview, we tried to see the way these children get the concept of identity, do they see their home and preschool as stimulating environment for identity progress, and if they have a vision of their own identity, now and in the future.

Procedure

After creating we checked instruments. We find out that it took 10-15 minutes to fill in the questionnaire and about 30 minutes to answer the questions during interview. Research was organized in March and April of 2014. The questionnaires were distributed by hand, and interviews were held orally and put down by authors.

Before approaching the questioning, we've done all needed consulting with preschool management and with candidates. It was agreed with candidates what is suitable time for successful interviewing and questioning. Such collected data, was gathered in specially constructed tables, and then came their statistical arrangement and interpretation.

Results

The aim of our research was to affirm the way that identity progress within the pre-schoolers can be stimulated. We strived to affirm and research following tasks:

Which type of identity is mainly recognized within the pre-schoolers, and what are ways and methods to stimulate its progress;

Teachers' states about the factors which have influence in identity progress of children;

Are children raised in supportive environment for identity progress;

Which way the children get the concept of identity.

We got the results that represent the qualitative and quantitative evidences. As for better site of this work, we joined these evidences in few categories, so that we can consider and discuss them.

Types of identity within pre-schoolers and their progress stimulation

As we have shown, there is large number of identity taxonomy, the fact that there are certain age periods in which certain types are developed (Ericson, 2008:29-63) and the possibility that person could belong to numerous identities (Mesic, 2006:281-282).

In the aim of researching this segment, following questions were set for the teachers:

Is it necessary for children to develop sense of group identity?

There are 80 per cent or 40 teachers considering that it is essential to nourish both group identity in a way of peers identity and communal identity, the group in which child spends time. There are 16 per cents or 8 teachers thinking that this is not essential. Mostly, development of this type of identity is stimulated by group projects, dividual games, contests, mutual helping each other.

Is it essential to develop a strong sense of self-identity that is/i.e., is it essential for children to feel respected and unique in their preschool?

In the return we found that questioned teachers, 96 per cent or 48 of them, think that children should develop strong sense of self-identity, so as they should feel respected and unique in their preschools. The good story is that no one of the questioned teachers thought that these children shouldn't nourish the sense of self-identity. Listening the children needs, wishes, interests teacher tried to stimulate this, and by knowing every single child, and respecting their autonomy they stimulate them to respect and valorise their own achievements.

Do you find that family and its relationship have influence on identity progress?

All the questioned teachers have answered that family and its relationship are important to identity development. They said that family is the base of children's life; it represents their first model, inexhaustible fount of love and respect in which their identity starts and continues to develop later in their life. They said that unfortunately, family could affect negatively on developing identity and self-confident, in case that child is neglected, oppressed or maltreated.

Is it necessary for children to build a sense of multiculturalism?

It is known that we recognise multiculturalism, and its nourishment to be very strong developing component in modern society (Mesic, 2006:35-40). To confirm the story, we have answers given from teachers. This shows that there are 40 of them (80 per cent) thinking that the sense of multiculturalism should be nourished among children, while others don't agree with this point. Nourishing the sense of multiculturalism helps children to build both, their identity and sense for accept and meet differences, so as to respect them, and to learn how to live in today's era of internet, globalisation and large number of cultures and societies.

The sense of identity we see already within children of six, seven months. (This was the issue of multiple choices, so teachers could choose more claims to agree with.) As we can see at table 1. , they help with:

Almost every questioner (48 or 96 per cent) helps children to meet both, themselves and the environment they live in. 94per cent or 47 of them are building a portfolio for each child by which they can follow their progress and improvement. High per cent of them (90 per cent, 45 teachers) plan to visit local community, there 88 per cent or 44 of those who meet children with natural phenomena, common society etc., 43 of them (86per cent) are providing time for children to play together, then 60 per cent of them insist that children play with others of different age. There are even 74 per cent those who try to help children recognize themselves as personality, and 33, or 66 per cent of them who helps infants to understand their physical abilities. All the claiming we can accept as a very good fact, considering the number of 60 per cent or more, so as the fact that interviewed kids (100 per cent) said that they work in groups in their kindergarten, that members of groups (24 questioned, or 96 per cent) occasionally have their own tasks, they are respected by teachers, and they

recognize the supportive environment in kindergartens (92 per cent of them). Also, all children (24 of them or 100 per cent) are taking part in performances organized in preschool.

Factors that have influence on children identity development

In order to examine this part we asked teachers:

Do you think that social structure and occasions have influence on preschoolers identity forming?

For 86 per cent of teacher social structure and occasions are important factors during identity form. Only 6 per cent consider this unimportant. Teachers think that social occasions affect the sense of secure which children need to form a personality. Connected with society, child builds his own personality, statements, values and self-awareness. Even those who think those social occasions don't effect on forming identity, acknowledge that they still affect indirectly, because a human is a part of society and can't live, work, or develop outside of it.

Is identity forming affected by tradition and cultural milieu?

46 or 92 per cent of questioners think that this is very important in identity forming, but yet there are 6per cent who think otherwise. Teachers said that child could know and accept himself and also to know his tradition and culture. Cultural milieu and tradition also affect families in which children grow up, and this we recognized as very important. Also, we think that child should keep and nourish tradition of his society, and yet to keep his identity.

Are children friendships important to build identity?

High per cent (92) of teachers see children friendship as important thing to build identity. That is if child build healthy relations with his peers, he will feel more secure and happier, and his socialization will be better. All this will affect positively on development of group and personal identity.

Does the peer acceptance affect the identity development?

There are 90 per cent teachers thinking that peer acceptance is very important during identity building within preschoolers. In that way child is accepted and his role in group is understood, and he will improve self-confidence, and have supportive atmosphere. If coevals accept him, child feels love and happiness, which will affect positively on forming his identity.

We have already pointed out how teachers feel about importance of both family and multiculturalism sense, which had enormous influence on preschoolers identity forming. In interviewing children we found out that they have strong feelings when it comes to importance of being with their coevals, named that most of them (80 per cent) said that they love going to kindergarten because of friends, and that most of the time they feel cheer happy and fine there. 60 per cent of them do some tasks with their best friend or with someone picked by their teacher. Family is also important for 80 per cent of them, and they said its fine, good and secure at home.

Supportive environment for identity building

Do you seek to acquaint every child in group, and to respond to their needs and requests? This was a multiple choice question, and teachers could choose more claims to agree with. Question was presented in table 2. These were the answers:

Most of the teachers (94 per cent) said that they know biological rhythm children in their group. 90 per cent react quickly to children calls and need, with couple of them (38 per cent) who try to learn few words of foreign language in case there were such children in group, while 38 per cent of teachers are trying to make domestic atmosphere in preschool.

To develop identity in a proper way, it's important to respect child's interests, needs, rights and desires. This was also issue of multiple choices, where teachers could choose more offered questions. Results were presented in table3.

All the questioners observe and listen carefully to what children want to say and stimulate them to speak properly. Almost everyone (98 per cent) is trying to sympathize with kids and help them if they are worried and scared. Same percentages of them read them stories and try to stimulate their creativity. 96 per cent or 48 teachers make effort to enable every child their own place for stuff. High percentage (94) of teachers is emphasising children work, and 90 per cent are trying to respect and valorise things important to children. 86per cent or 43 teachers encourage children to spend time with each other and learn names of each other. 68per cent of teachers talks with children about different types of families, cultures, religions, while other helps children to do their tasks.

In table 4. answers to question were presented: During the identity building process it's essential to stimulate children to move towards the proper way, by working with them (many answers can be circled):

Knowing the importance of supporting the proper psychophysical development, teachers try to support this whenever they have opportunity. Almost everyone (98 per cent) encourage children to improve themselves by emphasising their work, so other can see it, and also same percentage stimulate them to give approval to others success. Even 96 per cent of them try to find talents and gifts of children, so they talk to children about their individual potentials and interests. Many of them (94 per cent or 47 teachers) give positive example by trying to speak correctly; also there is the same percentage of those insisting on celebrating holidays with children, and 86 per cent of those who encourage discussions about children work, game and about listening each other in group. Numerous 41 or 82 per cent of teachers stimulate children to be active in learning, so as to choose activities they are involved in within the group, while 80 per cent try to make children discuss about certain attitudes, feeling, motivations and so. Most of the children (72 per cent or 18 interviewed) said they are asked about their opinion when it is about an issue at home, and 60 per cent or 15 of them said that for preschool.

Concept of identity-in the eyes of pre-schoolers

We've interviewed early primaries. 72 per cent of interviewed live in nuclear families while others live in multigenerational families. There weren't statistic significant differences between answers of children from these two types of families. Kids are aware of their role in society, 88 per cent of them completely, and 12 per cent know partially. They know how to behave at school, and 100 per cent know how to behave at home. More than half of them (56 per cent) behave the same way, while others have different form of form behaving at school and at home. As we already said, the significant percentage has part in making decisions. 96 per cent of children help each other to do some tasks. Some of them even help adults at home if necessary. All interviewed have a best friend, they get along well with them and most of the time they help each other. When it comes to idols, some of children (46 per cent) find them in a character of parents, brother, sister, grandmother or grandfather. Some children see a teacher as an idol (28 per cent) while other see them in friends (20 per cent) or even in sympathies (12 per cent). Most of the interviewed children (80 per cent) admit their mistake when they are not right. At the question "Who are you?" we got different answers which we sorted in 4 similar categories. Some of them, 36 per cent, recognize themselves by names; 28 per cent classifies themselves by gender, 20 per cent by religion or nationality, while 16 per cent recognized themselves as son, daughter, grandson or sister. Most of the interviewed children accept and understand their interests, and are aware of the fact that it is easier to learn something you like. They can clearly divide their wishes and possibilities. At the final question "What do you want to be when you grow up?" we got varies answers, among which were pilot, teacher, sportsman, dentist, singer, actor, vet and other. One boy even said he would like to be 8 years old. Mainly, wishes are connected with children possibilities, so as influences from different sides.

Discussion

Child starts to build identity from his/her birth. Parents and teachers, who are responsible for development of child's identity, also have influence on child's self-understanding, because in preschools they learn how to react, build and keep friendships, so as how to confront to different conflicts (Research Digest – Standard 14 Identity and Belonging, 2007).

It is come to knowledge that teachers try to develop child's sense of group identity, and self-identity. By helping such as with working on tasks, knowing child's needs making portfolio of every child, acknowledging and stimulating them to work better, they support their identity development. Factors that have most influence on forming identity are: family, mutual groups which children belong to, social occasions, tradition and cultural milieu, influence of peers and sense of multiculturalism. Mostly, children develop sense of self, group and family identity, and pointed out almost every activity that teachers quoted. Children are growing up mainly in stimulus environment, in kindergartens teachers take care of their needs, they support their physical development, and they respect children' interests, needs, rights and desires. Kids pointed out that most of the time they are taking part in making decisions at home and preschool, and that they usually have clear picture about self-identity and further plans and identities they want to achieve. As noticed, the teachers' effort, the one that relates on personality development, is very visible, so as the building of identity within children of early ages.

In order to help children to develop identity, its necessary they understand that making decisions and choices is normal part of growing up, and that it's quite normal to feel insecure about that. Since, parents and coevals have strong influence on preschoolers; it should help them to properly fit into society, so that they don't lose sense of self identity.

Positive personal and group identity promotion is possible when:

Promoting the understanding that everyone should have own identity, family structure, character, senses and ways of behavior.

Upgrading senses of respecting a child, emphasizing his/her positive sides, relying on child's strengths, styles, possibilities, which develops self-confidence and relationship based on mutual understanding and respect.

Better understanding of emotions, child's behavior, so as effects they have on others.

Encouraging "healthy societies" which valorizes and understands influence of prevention health performing, necessary for children sake (Research Digest – Standard 14 Identity and Belonging, 2007).

Children can develop positive sense of themselves and self-value through love, support, stimulation and approvals. Through this period adults can help children develop sense of identity upon skills and emotions which would make them easier to understand acceptance of differences, to show their attitudes about equalities and differences, and also to understand influences of their attitudes and values on children.

Children can be helped to develop positive sense of identity within local communities or microsystems (Bronfrebrenner, 1997). There is no unique recipe that can help in building identity, coordinating self-awareness, achievements and believes, in developing individual senses or social group membership. It's important that they develop certain competences, knowledge and skills based on culture, and also to accomplish emotional satisfaction (Brooner and Woodhead, 2008, p.12). Unfortunately, the identity process comes not always with positive outcome; although we often idealize early childhood period (i.e. it is considered that this is the period of life with no negative outcome). First task for children is to differ themselves from their parents, family, environment, so that by time they could make differences according to gender and ethnicity.

Methods for child's personality development are often very delicate, especially when trying to provoke changes, so it is necessary to use them carefully. Child's personality must be respected and he/she should be treated as individual with personal rights. On the other side, child needs help in overall his impulses and accepting certain rules in society (Isaac, toward Kamenov, 2008, p.248).

All this together helps to overall barriers during child's development, to accept his/her changes, to learn, improve and participate in society. These numerous activities and processes will affect the developing and forming child's identity, and also canalizing positive or negative children's development.

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Tables

Table 1. Sense of identity starts to develop within children of six, seven months. To help I: (Many can be cycled)

	Frequency	Per cent %
I try to help infants understand their physical abilities	33	66
I help children to recognize their personality	37	74
I try to make children more opportunities for learning with all senses	41	82
I make portfolio for each child	47	94
I insist that children play with others of different age	39	78
I help them meet themselves and environment	48	96
I provide time when children can play together	44	88
I meet children with natural phenomena, common society, etc.	44	88
I plan visits to local community (parks, malls, libraries, playing yards	45	90

Table 2. Do you seek to acquaint every child in group, and to respond to their needs and requests? Circle the states you agree with (many can be circled)

	Frequency	Per cent %
I know biological rhythm of children's from my group	47	94
I try to make domestic atmosphere to children in class	19	38
I try to learn few word of foreign language, if there are such children in class, so they could feel comfortable	20	40
I try to react quickly on children' calls (if they cry, are disturbed, etc.)	45	90

Table 3. For developing child's identity in a proper way, it's important to respect their needs, interests, rights and wishes. Therefore: (Many can be cycled)

	Frequency	Per cent %
I observe and listen carefully to what children have to say and stimulate them to speak correctly	50	100
I sympathize with children and help them when they are worried or scared	49	98
I respect and value things that are important to children	45	90
I do tasks together with children	38	76
I read children their favorite stories and present them new ones	49	98
I make situations where children can be creative	49	98
I emphasize their good work	47	94
I talk about different types of families, religion and so	34	68
I encourage to know each other's better	43	86
Every child in group gets place where they can put their stuff	48	96

Table 4. During the identity building process it's essential to stimulate children to move towards the proper way, by working with them (many answers can be circled):

	Frequency	Per cent %
I try to find what every child's talent and gifts are	48	96
I talk with children about their individual potentials and interests	37	74
I celebrate holydays together with children	47	94
I encourage children to improve themselves by emphasizing their work so others can see it	49	98
I encourage discussions about children work or game	43	86
I stimulate children to discuss about certain behaviors, feelings and emotions	40	80
I stimulate them to be active in learning	40	80
I speak correctly	47	94