ABSCHNITT VII.
PSYCHOLOGIE UND SOZIOLOGIE

ASPECTS OF INDICES DETERMINATION OF THE CHILDREN’S PSYCHOLOGICAL READINESS TO THE SCHOOL EDUCATION

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Abstract: This article includes the main objective of comprehensive psychodiagnostic examination of children with violations of ear to the studies at school, which is general level of psychophysical development of deaf and partially deaf children under school age, their potential and individual peculiarities of development; there has been posed a problem, which is to analyse theoretically aspects of preparation of children for studies at school indices. Result of this analysis is indication of three main aspects of forming the psychological readiness to the school education (the Organizational and Methodical aspect, the Technological aspect and the Improvement and Development aspect) and there has been also specified the issues of this methods’ realization within the modern pre-school education system, indicated variety of educational institutions (conventional, compensatory) for this category of children.

The system of education for children with violations of ear in Ukraine is one of the fields of psychological practice, in which psychodiagnostics is the basis for building the educational process in general [1]. It is generally accepted that the modern system of education for children with violations of ear cannot exist without the diagnostics and selection. Specialists, who conduct the diagnostics of psychological readiness of children to the studies at school, have arrived at conclusion that the detailed grounding and consolidation in practice the holistic approach to developmental impairment diagnostics and selection of children to educational institutions of various types is necessary by using standard complex of tests, that allow to specify and check up results of children development.

The main object of the developmental impairment psychodiagnostic is the identification of the mental development peculiarity of children with violations of ear. It is a part of child’s comprehensive examination, which carries a large number of experts and results of which help to select certain educational institution type, taking into consideration the development of sensory-perceptual functions, motor skills, mental activity and emotional-volitional sphere of the prospective student [2]. According to practical experience, psychological examination of children with violations of ear is accompanied by certain problems that are associated with specific features of their mental development, which have, and become the object of our study [3]. Simultaneously, particularly actuality in the context of children with violations of ear development acquires integrated approach application, whose role is not only to construct a diagnosis and determining its results, but also to create
predictive picture forming of psychological readiness of the child to master the training activities and select the type of educational institution.

In the modern system of educational process, there are certain requirements for effective diagnostics features of mental development of children with violations of ear: it is about an application of systematic approach on the level with integrated, taking into account the structure infringement in general, detailed psychological examination of the child, speech, cognitive processes, personality characteristics development, emotional – volitional sphere. To ascertain the mental state of the children under school age with violations of ear should be fully and comprehensively applied general and special psychological methods of diagnosis, but there are several problems in modern psychodiagnostic theory and practice of studying psychological readiness to the studies at school for child under school age. The fact that various deviations in development can have similar external manifestations (difficulty in communication, lack or violations of speech impairment) cause difficulties of differential diagnosis of certain mental development impairment of children under school age with violations of ear. There after fore it is established, that during implementation of the psychodiagnostic examination should be accomplished number of conditions, which ensures objectivity in evaluating the mental state of the child. It is about the comfort of the child during the study; establishing of the emotional contact; step by step presentation of tasks instruction; starting with the easiest options (to create the conditions that will provide necessary motivation for child to work in future with the experimenter); differentiation of forms and means instruction presentation depending on the state of communicative functions formation (verbal language, sign language); verbal and projective technique rotation (to prevent fatigue in children); playing form tasks preference.

Nowadays, a comprehensive approach to diagnosis is enshrined in the Statute of the selection of children with disabilities in development, which is developed for each type of special pre-schools and schools. At present stage the philosophy views of development of modern surdopedagogy and surdopsychology are analysed by S. Kulbida, 2014 [4], there are several recommendations on examination of preschool children with hearing impairment, which are presented in the works of T. Bogdanova, O. Wenger, G. Vygorkodskia, E. Leonhard, A. Iyesenina, N. Shmatko, T. Pelymska, L. Fomicheva, M. Sheremet, but in most cases they provide pedagogical aspect.

An important problem of identifying indices of psychological readiness is an ineffective way of psychodiagnostics. T. Bogdanova, L. Barshcheuska, T. Dobrovolska, S. Zabramna, I. Levchenko, A. Rechitska, T. Rozanov, state that the practice of effectively conducted psychodiagnostics above all, is about its carrying out in the form of joint activity of the child and the adult, in what the researcher should be most interested in the child’s performance of the experimental tasks. That is the orientation of the researcher must be directed to the detection of the child’s capabilities, and not the drawbacks, that are provided by the use of adult’s help in the different format. A way of research in the form of an exam in which the child must only demonstrate correct or incorrect answers is considered as a strongly ineffective. Usually preschool children with preserved intellect in the process of checking their knowledge are being nervous, afraid to answer incorrectly, are closed in themselves, do not answer questions of adult, because the exam causes anxiety and stress for them [3]. The problem of psychodiagnostic examination is the selection of specific tasks to study psychomotorics of preschool children depending on the age and the level of mental development of the child.
Verbal memory, abstract thinking, imagination also affect the results of psychological diagnostics and state of readiness for school condition. Typically, the problems of visual-effective thinking inspection are using series of tasks with various aids; while the basic skills inspection in drawing of child – identification of the preconditions to the subject of the picture, specific psychomotor particular advantages dominance hands and their coordination in the activities.

One of the main problems identifying indicators of readiness, which is a mandatory component of psycho-pedagogical study of the preschool age child is a survey of formation of speech: a child facing a lack of understanding speech; lack of own speech or pronunciation breach; all of the above makes it difficult to communicate and the possibility of using experimental techniques [5].

The difficulty in the selection process techniques for diagnostic testing of preschoolers is the necessity of psychological age skills, in particular the level of perceptual action, visual-figurative speech, leading activities – gaming and typical activities - designing and drawing.

Obviously, the aspect of identifying indices of psychological readiness of preschoolers with hearing impairment for learning at school is failure in practice the application of psychological conditions of efficiency the process psychodiagnostic research. However, there are improvement problems with analytical tools survey of impaired hearing preschoolers to determine the level of psychological readiness for school and choosing a particular type of institution for further training and development. Therefore, while studying the cognitive development of hearing impairment preschool children there may be difficulties with regard to its dynamics, laws of this mental developing process in childhood, features, caused by a kind of slow and peculiar language.

Also, the identifying indices aspect of preschool children psychological readiness to the school education is to define the basic parameters of cognitive development, which may be the state of formation of decision problem abilities; their understanding of the conditions of the problem; methods of implementation (chaotic movements, targeted sample development of this category of children).

The study of the mental processes of the preschoolers with impaired hearing is believed to be one of the difficulties in determining his cognitive area specific. The urgent need is not just in a statement of the specifics of thought and speech, imagination, but in a memory as well.

The speech experience drawbacks causes difficulties in verbalization of perceiving images and indicate the negative impact of verbal denotations at objects memorization. Therefore, the effective and opportune investigation of children`s memory with impaired hearing is considered to be an important problem. The study of the child social development, interaction nature and communication of deaf child with adults and peers is extremely important in the analysis of mental development of preschool children with impaired hearing. The difficulties, that come up in the study of this problem aspect, arise in clarifying the willingness and ability of the child to establish contact with adults and children, through the personality traits of the child [3].

Problems connected with clarifying the formation level of self-service skills, behavior peculiarities, emotional and volitional spheres, standart means of child communication in the daily activities (expressive – facial (a smile, a sight, ordinary and special gestures), subject-actors movements, postures, protest; speech communications - individual words, phrases) can occur in the context of social factors research of psychological child's readiness to school. The adaptability of
various methods, in particular, the Test on school anxiety determination (R. Temml, M. Dorki, V. Amen) and school motivation (O. Proskura), and also the use of different psychodiagnostic examination methods is a problem research the child's motivation readiness to study in the school.

Since the consideration of psychological skills - playing activity is an important task during the psychodiagnostic survey of preschoolers, than the detailization of it's content, kind and the shape; the scene mapping of productive activities and development indices, the solving of problems through practical measurement, and in some cases – by visual orientation can become the difficulties in the diagnostics study.

One of the most important rates of a children's development level is their play activity and the evaluation has to be one of the diagnostic criteria. Pre-school hearing-impaired children's play activity survey is usually carried out with the method of observation. However, there can be some problems with the evaluation of importance of the game, children’s character and behavior, speech accompaniment, during the observation of spontaneous game.

In N. Stadnenko’s opinion, the crucial issue is the competence of specialists, who conduct psycho-diagnostic research that requires skills, competence, importance of their position argumentation, as well as specialist's tolerance and humanity of different educational institutions [5]. The psycho-diagnostic research general issue consists in specialty neglect survey of children’s (in the age of 6-7 years with hearing disorder) preparedness for school education process, in non-compliance with such recommendations as children’s age consideration, leading type of activity, age crisis, growth, individual features of development.

The crunch factor is the provision of the thorough children’s development history study possibility, according to L. Vyhotskyy in his time. During the psycho-diagnosis research, there can be some difficulties with children’s anamnesis study, hearing function state establishment, clarification of the children’s psychological development dynamics in the prenatal development period, moment of birth and time of observation, an insight to holding special psychologist-pedagogical aid events, special educational and raising conditions organization.

Thus, the main objective of examination of children with hearing disorder is focused on study of their level of readiness for school, which includes several important components: mental, motivational, emotional and volitive, communicative readiness, that means child’s ability to build relationship with the same age children and new adults. Detecting condition of formation of psychological readiness of children with hearing disorder we should take into account the state of the speech of children and range of difficulties, that come out in, even during the special education, including the formation of the difficulties in building personal statements, within the understanding of the language of others, and sometimes almost complete absence of self-sustaining speech, including the speech of gestures [6]. Integrated psychodiagnostics examination of the children with hearing impairment should identify the child general mental and physical development, the potential abilities and individual characteristics.

We used a set of theoretical methods, that fit in with the problem to examine the it: analysis, synthesis, comparison, data generalization, systematization of scientific literature and research materials; modeling and prediction of results, that made it possible to identify the range of issues of formation of psychological readiness for school of children with hearing disorder. The study of question was conducted based on kindergarten (Lviv), also Lviv Schools № 101 and № 95,
Pidkamin town, Brody district; Zhovkva town, Lviv region, the special classes of school № 95, Lviv audiology hospital department. The study covered 25 teachers and 50 parents of children. During the process of study we have singled out all problems and structured them in three areas – the Organizational and Methodical aspect, the Technological aspect and the Improvement and Development aspect, that determine the conditions, components and means of studying of psychological readiness of preschool children with hearing disorder for the beginning of school (Chart 1).

The first aspect (Organizational and Methodological) is focused on issues concerning conditions for the formation of psychological readiness, namely the problem of the methodology of diagnostics, absence (lack) of system, methods of early education of disorder, especially disadvantages of integrated examination
preschool child and the activity of certain types of educational institutions in the existing network. (Education and Rehabilitation Center, kindergarten, school). The second aspect (Improvement and Development aspect) was focused on the difficulties and problems of the appropriate techniques appliances, also methods and diagnostic techniques of cognitive, physical, motivational development and state of social interests orientation of preschool children with hearing impairment, state of the psychomotor system and sensory development in a violation of the auditory analyser activity.

It is pointed out that the main problem of psychodiagnostic examination of preschool children with hearing impairment is the lack of common methods of psychological study of their HNSH. It has been established that the problems of Technical aspect are specified in the usage of the determined means. It refers to the development and implementation of the coordinated system of psycho-diagnostics in work with these children, methods of complex examination of mental and physical health of the child, the selection of methods of the early impairment stages, provision with diagnostic methodology, selection of development forms and teaching. The basis of aspect realization consists of selection of such methods and forms that comply with the nature of the functioning of educational institutions, groups of children and the position (active / passive) of parents. Particular’s role is allotted to the algorithm of the psychological activity.

The Technical aspect is provided with the use of technologies that are aimed at: gathering the anamnestic indices of development, insurance of coordination of consistency of the development index of the parameters of ontogeny age, the use in psychologist’s practice methods and means of development and adjustment, adaptation psychodiagnostic tools, use of mature detection technologies. The effectiveness of this course is provided by the practical activity of the psychologist at educational institution and is the result of the use of organizational and methodological tools and results of psychodiagnosis with components for correctional and developmental direction [7].

The proposed system of support is integrated, it means that it can be implemented in any type of preschool educational institutions. The fact that principles of diagnosis of development impairment has been elaborated, the practice of psychological diagnosis of psychological readiness formation of children with disabilities to school education requires significant improvement. Implementation of an complex approach, unfortunately, does not provide psychological diagnosis transition from intuitive-empirical level to statement and prognosis. Also, the problem of replacing empirical quantitative assessment (subjective) requires a solution.

The future investigation is the development of personally oriented technologies to study the structural components of psychological readiness of children with hearing impairment that will be implemented in the system of preschool, elementary and adult education of inclusive type.

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Chronobiology is relatively young Science. Interest to biological rhythms is observed in the Earth different parts: Iran [1], the USA and the UK (concerning to odontogenesis) [2], Australia (dealing with human skeletal growth and enamel) [3, 4], Poland (about obesity) [5] and other countries.

Circadian rhythms are considered to be the ones contributing in obesity, cardio-metabolic problems [6], breast cancer (in workers in night time) [7], prostate cancer among rotating-shift workers (the research performed in Japan) [8], sleep problems (Iranian scientists work) [9], diabetes mellitus, asthma development. Except breast cancer, dyssomnias and obesity, hypercholesterolemia, hypertension and colorectal cancers develop in shift-workers whose circadian biorythms “day-night” get disturbed significantly [10]. There are works on cancer incidence comparison among the blacks and whites [11]. As the French endocrinologists investigations demonstrate plasma insulin responses were less after afternoon meal than after the morning one in males but not in females [12]. These works reflect ethnic and ethno-gender typological aspects.

Gender typological aspect must be also taken into account while chronobiology study. Here are several examples of scientific publications demonstrating it. Physical exercise decreased breast cancer development in young women working at night [13, 14]. Chemicals exposures in the workplace influence on female breast cancer development is in the scientists’ attention focus as well particularly concerning to biorhythmology [15]. Pineal hormone melatonin affects cells proliferation and morphological characteristics at breast cancer [16].

It is known that circadian rhythmicity in cycle “sleep-awakefulness” can get disturbed significantly while aging (it is age aspect related to the topic discussed) [17]. In part, epithalamine or cytomodine (low-molecular regulatory peptide with M 2-10...