

PROGNOSTIC COMPETENCE AS A FACTOR OF SUCCESSFUL SOCIALIZATION OF CHILDREN WITH DEFICIENCY OF DEVELOPMENT: STATEMENT OF THE PROBLEM

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ABSTRACT

Introduction: The urgency of the problem of studying the prognostic competence is determined by the need to explain the psychological content of the socialization difficulties and the emergence of various forms of deviant behavior in children with deficiency in development. On the one hand, this is due to the growth of deviations in the teenage environment. On the other hand, the peculiarities of the modern socio-cultural situation and the state's course for the successful social integration of persons with deficiency in development raise the requirements for the quality of education and socialization of children and adolescents in this category. This forms the purpose of this study: studying the external and internal psychological risk factors for the emergence of deviant behavior, the targets of psychological and pedagogical influence in preventing deviations and personal resources of a child in order to achieve successful socialization in pre-adolescence.

Methods: The basic method of work is a comparative analysis of Russian and foreign researches on the problems of successful and unsuccessful socialization of children of junior school age as a stage in socialization of children with disabilities, development of forecasting and its characteristics in junior schoolchildren under normal conditions and dysontogenesis.

Results: The analysis of various methodologies, scientific schools, basic theoretical models and conceptual approaches to the definition of the "socialization" phenomenon made it possible to expand the scientific understanding of the content of the concepts of successful and unsuccessful socialization in relation to junior schoolchildren with deficiency in development, and to determine the key criteria for structural analysis of the content of prognostic competence.

Discussion: The data obtained in the study confirm the need for in-depth study of the psychological content of difficulties and resources of the socialization process of junior schoolchildren with disabilities in the development. A prognostic competence may act as an integrative education that can be used as a predictor of successful socialization or the risks of deviations.

Conclusions: According to the research results, it was offered an author's understanding of the most important spheres of life activity of younger schoolchildren with a deficit type of dysontogenesis, the insufficient development of which may contain the risks of subsequent occurrence of deviations. It is shown that these spheres can differ in the characteristics of prognostic competence and act as a space for the development of prognostic abilities of a junior schoolchild with disabilities.

Summary: The results of theoretical analysis enable to outline the directions of further researches in the field of studying the prognostic competence of junior schoolchildren with disabilities in the development, taking into account the socialization space structure.

Keywords: socialization, successful/unsuccessful socialization, prognostic competence, anticipation, junior school age, children with deficiency in development

INTRODUCTION

The problem of deviant behavior of adolescents with disabilities, as well as the problematic of deviations, being extremely important in the practical terms, is, due to its complexity and multidimensionality, the subject of consideration by a number of scientific disciplines. The comprehensive study of this phenomenon is impossible without determining its social essence, macro and micro social conditions of origin, assessing the role in the emergence of various forms of deviant behavior of natural and social factors, psychological mechanisms that promote the development of deviations or their absence from a growing person, pedagogical methods of preventing deviations and their correction. Blurring the demarcation lines, as well as absence of specific diagnostic criteria impede the cross-cultural researches and the assessment of prevalence of various types of deviations [1].

Today, the behavioral disorders are studied as a separate type of deviant development in the domestic social and human sciences, but the problem of forming the deviant behavior in other types of dysontogenesis is rather outlined than analyzed. This statement is all the more true when it comes to early detection of possible prerequisites for the emergence of deviations and their prevention in the preadolescent age. The conditions for the appearance of deviations in behavior as a secondary defect in children with visual, hearing, speech and locomotor disorders that do not have a personal pathology have not been studied. The behavioral deviations are caused by the deficiency of age-normative means of activity, communication and cognition that determine the specifics of failure in the child's decision of the age-related tasks of socialization at each stage of development in this category of children. The specificity of different types of dysontogenesis contributes also to the variety of specific configurations of such failure.

The greatest number of studies of the difficulties of socialization process refers to the adolescent development period. As noted by domestic and foreign researchers, the behavioral deviations of adolescents, due to the age specifics, are diverse, often have a pronounced character and are manifested in a broad social context [2, 3, 4].

The junior school age is increasingly often regarded as a stage of special significance in the modern studies of socialization. It is discussed the content of socialization processes, the role of various socialization institutions; as well as it is specified the importance of educational activity, interpersonal relations, development of the personality and self-consciousness as components of successful socialization of the junior schoolchild. However, it should be acknowledged that there is no integral view on the space of life of a modern junior schoolchild, and especially a junior schoolchild with developmental disabilities in which the socialization process takes place.

Within the framework of various psychological approaches, it has been shown that one of the important conditions for successful socialization is a developed prediction - the ability to reflect the environmental patterns in the structure of past experience, to form the behavior strategies, anticipating the course of events in various spheres of life at different age stages [3, 5].

The forecasting shortcomings are directly related to various forms of psychosocial maladaptation in the period of adolescent crisis. The concept of prognostic competence (antipathic consistency) was

successfully applied in the study of personality characteristics of deviant adolescents, the neurosis mechanisms in children with normal and disrupted development [3, 6], as well as in the vocational education. However, it is proposed to consider its formation as the most important result of modern education at all education levels more and more often.

The junior school age takes a special place in terms of the forecasting development. There is a process of accumulation and systematization of knowledge, as well as it appears such new formations as reflexion, internal plan of actions in the educational activity. The social responsibility associated with the schoolchild position, widening the range and complicating the content of meaningful relationships with people - all this, on the one hand, increases the requirements for anticipating the consequences of their own actions and the actions of other people, on the other hand - is the basis for the predictive ability development.

In this regard, the development of prognostic competence should be considered as a result of the simultaneously previous and subsequent resource of successful socialization, which is significant for a child of primary school age, and which can act as a potential for the prevention of deviations in the system of psychological and pedagogical support for children with developmental disabilities.

METHODS

The study was carried out with the help of a comparative analysis of researches on the set of problems concerning content and criterion of successful and unsuccessful socialization in the junior school age. We considered the features of socialization and its violations in children and adolescents with the developmental disabilities. We offered the author's understanding of prognostic competence of junior schoolchildren under normal conditions and dysontogenesis in the modern socio-cultural situation.

RESULTS AND DISCUSSION

In childhood and adolescence, it is necessary to consider not only and not so much deviations in behavior, but also the success/failure of socialization as indicators of the presence or absence of deviation risks in the subsequent periods. As shown by the analysis, each age period of development and each socio-cultural situation should have the outlined significant spheres of life that form the socialization space, and their successful development is the set of age-related socialization tasks of the child.

The educational activity determines the development of all aspects of the child's psyche - cognitive, regulative, communicative - as a leader in the younger school age. The full-fledged educational activity includes educational cooperation and educational communication of the child both with the teacher and with other children. The components of educational activity, the mechanisms of its formation, the mental development of the younger schoolchild in the educational activity were the main subject of study in the national age and pedagogical psychology.

However, it is wrong to limit the socialization of a junior schoolchild to the formation of educational activity. In addition to the activity approach, it is advisable to use the approach implemented in the psychology of relations, which is a productive basis for considering both successful socialization options and deviations when studying socialization, including in the junior school age. According to A.A. Rean, socialization acts as a process of formation and purposeful formation of a system of personal relations [7].

In accordance with this approach, it is necessary to single out the spheres of relations of the junior schoolchild, significant for the welfare of the course of socialization in this age period and in the future. The family is the main socialization institution for the preschooler. The most important socialization institution is, along with the family, a school in the junior school age; the relations with school are the main form of the child's relationship with society. According to S.V. Pazuchina, E.V. Panferova, S.A. Cherkasova [8], the social position of a schoolchild determines the most significant spheres of the child's

relationship. The teacher becomes the leading figure in the life world of the junior schoolchild, acts as the main representative of society, the bearer of social and cultural norms. The teacher's attitude mediates the attitude toward learning, the relationship with peers within the school and beyond it to a certain extent. The educational success of the junior schoolchild, including assessment of his achievements by a teacher, becomes a significant factor in the child's family situation.

Considering the above mentioned, we consider it expedient to identify the most important fields of relationships, in which the socialization of the junior schoolchild is carried out, as a relatively independent relationship to teaching, attitudes toward a teacher, attitudes towards peers, family relations, relations with adults, relations in the Internet space. It should be emphasized that the enormous opportunities for development, along with the serious threats, the source of which are the information technologies for today's junior schoolchild, the considerable time that children spend on computers and smartphones require to consider, according to the research of Yu.V. Eremin [9], the computer games and relationships in social networks as a separate area of the junior schoolchild socialization. Consideration of health behavior, health protection and strengthening by the child with developmental disabilities as an obligatory part of his socialization space presupposes an additional component - the ability to predict the health care and rehabilitation.

The studies of prognostic processes and abilities in different age periods show a close relationship of forecasting with the success of socialization or its disruption in various spheres of life of both the adult and the child. In terms of forming the prognostic competence of the junior schoolchild, each of the identified spheres presents its own requirements for anticipating the future, predicting the consequences of one's own behavior and actions of other people, as well as assuming special conditions for the implementation and development of prognostic abilities.

CONCLUSIONS

The studies of prognostic processes and abilities in different age periods show a close relationship of forecasting with the success of socialization or its disruption in various spheres of life of both the adult and the child. The analysis results show that the prognostic competence of a junior schoolchild with a deficiency in development is formed from the ability to predict in teaching, in a relationship with a teacher, with peers, in relationships in the family, with adults, in relationships implemented in the Internet space, and in relation to his own health. Each of these spheres of relations is a necessary part of the socialization space; each of them sets special requirements for anticipating the future, predicting the consequences of one's own behavior and actions of other people, as well as provides special conditions for the implementation and formation of prognostic abilities. The success of forecasting in each of these areas and predictive competence in general can act as a certain integral indicator of the socialization success, and the shortcomings may act as a possible risk factor for the deviations development.

The analysis results of the socialization processes show both the absence of integral socialization concepts in the junior school age and the lack of empirical studies of the specific socialization components. The psychological content of difficulties arising in the socialization process of junior schoolchildren with the developmental disabilities, as well as the mental formations that can act as the resources for successful socialization, require further theoretical and experimental study.

SUMMARY

The data existing in the literature on the close connection of socialization processes with the forecasting indicators give grounds for considering the prognostic competence as an indicator of safely flowing socialization and various deviations, such as deviant behavior [10, 11, 12, 13]. It should be recognized that the problematic of determining the psychological content of the prognostic competence of junior schoolchildren with the specific types of violations, in particular, with the individual forms of deficit dysontogenesis, as a factor of their socialization, requires further development. It is necessary to create the

theoretical models that enable to assess the success level of the socialization processes of junior schoolchildren with various disabilities, including deficiency in development, to empirically study their success and promptly identify predictors for the subsequent emergence of various forms of deviant behavior for the prevention of deviations in the system of psychological and pedagogical support for children with disabilities in development in the future.

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