

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 psycho diagnostic 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.*

Key words – psychological readiness to the studies, psychophysical development, deaf, partially deaf, psycho diagnostics, pantomime, Education and Rehabilitation Center.

I. Introduction

The system of education for children with violations of ear in Ukraine is one of the fields of psychological practice, in which psycho diagnostics is the basis for building the educational process in general. 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.

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, there are several recommendations on examination of preschool children with hearing impairment, which are presented in the works of T. Bogdanova, O. Wenger, G. Vygorodska, E. Leonhard, A. Iyosenina, N. Shmatko,

T. Pelymska, L. Fomichev, M. Sheremet, but in most cases they provide pedagogical aspect.

An important problem of identifying indices of psychological readiness is an ineffective way of psycho diagnostics. T. Bogdanova, L. Barshcheuska, T. Dobrovolska, S. Z Abramna, I. Levchenko, A. Rechitska, T. Rozanov, state that the practice of effectively conducted psycho diagnostic 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 [1].

II. State of the problem

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 [2, 3].

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. 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 [3].

III. The results of study

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) [1].

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 [1].

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

psycho diagnostic 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 psycho diagnostic with components for correctional and developmental direction [1].

Conclusion

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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