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**Галицина Г. С., Ольшванг О. Ю.
ПРОБЛЕМА ПСИХОЛОГИЧЕСКОЙ ГОТОВНОСТИ ДЕТЕЙ К
ОБУЧЕНИЮ В ШКОЛЕ**

Кафедра иностранных языков
Уральский государственный медицинский университет
Екатеринбург, Российская федерация

**Galitsyna G.S., Olshvang O. Yu.
PROBLEM OF PSYCHOLOGICAL READINESS OF CHILDREN TO STUDY
AT SCHOOL**

Department of Foreign Languages
Ural State Medical University
Yekaterinburg, Russian Federation

E-mail: Tftulichka@yandex.ru

Аннотация. В данной статье рассмотрены психологическая готовность к школе и ее составляющие, история проблемы психологической готовности к школе, а также проведено исследование на психологическую готовность к школе детей с общим недоразвитием речи.

Annotation. This article examines the psychological readiness for school and its components, the history of the problem of psychological readiness for school, and a study on the psychological readiness for school of children with general speech underdevelopment is also conducted.

Ключевые слова: психологическая готовность к школе, аспекты психологической готовности, качества школьника, общее недоразвитие речи.

Key words: psychological readiness for school, aspects of psychological readiness, qualities of schoolchildren, general speech underdevelopment.

Introduction

Psychological readiness for school is the mental development of a future first-grade pupil, in which he becomes ready to master the school curriculum, to enter a new group of peers and change his social status [1].

Since ancient times, theorists of pedagogical knowledge have raised questions or paid attention to the problem of the child's readiness to master theoretical knowledge. So, Aristotle believed that home education should take place from 5 to 7 years under

the guidance of the father, as a result of which the child should develop physically and aesthetically, learning music, drawing, reading and writing [4].

In Russian psychology, L. I. Bozhovich, A.V. Zaporozhets, and D. B. Elkonin were at the origins of the study of the problem of readiness for school, considering that psychological readiness for school is a system consisting of the desire to study and other personal characteristics [4].

Psychological readiness for school education does not have a certain composition and level of development of its components, but it is customary to distinguish 4 components [3].

The first component includes personal readiness: awareness of what it is like to be a pupil, the presence of interest in educational activities, the need to climb up the social ladder, as well as the development of an arbitrary sphere (attention, memory and the ability to follow the instructions of an adult).

The second component includes intellectual readiness, which consists of orientation in the surrounding world and a stock of knowledge about it, imaginative thinking and the ability to generalize and differentiate objects and phenomena, as well as the development of the speech sphere (including phonemic hearing).

The third component is motor readiness, that is, fine and large motor skills.

The fourth component is the level of development of the prerequisites for learning activities, such as the ability to listen carefully and accurately follow the sequential instructions of an adult, solve problems independently based on the statement of the problem and not being distracted by side factors.

Thus, the preschooler should have an "inner position of a pupil, which provides not only for the child's conscious desire to study, but also for the presence of a certain system of knowledge and skills.

For children with general speech underdevelopment, this problem is particularly relevant, since their development differs from the development of children with normal speech. In case of general speech underdevelopment, almost all aspects of speech are disrupted in a child: vocabulary, grammar, syllabic structure, sound pronunciation. Because of this, there are difficulties with attention, memory, and communication skills, as well as a delay in the formation of self-awareness and self-esteem of a preschooler [2].

The aim of the study is to study the psychological readiness for school in children with general speech underdevelopment.

Materials and methods

The study involved 10 pupils of the preparatory group of the kindergarten No. 63 of the city of Yekaterinburg. A set of methods for studying the psychological readiness of children for school was used as a tool: "Assessment of psychosocial maturity based on a test conversation" (S. A. Bankov); "Imitation of a written text" (A. Kern, I. Irasek); "Thinking and speech" (the author is not known) and "Reasoning" (E. Zambatsevichene, L. Chuprov). These four methods examine the problems that children with speech disorders have, and are aimed at identifying psychosocial

maturity, the level of development of analytical thinking and speech, as well as school-necessary functions in the form of the ability to arbitrary behavior.

Results and discussion

In the course of the diagnosis, the results were obtained: according to the method "Assessment of psychosocial maturity based on a test conversation", 20% of children received a low level of psychosocial maturity and 80% had an average level; according to the method "Imitation of a written text", 20% of children showed a low level of completion of the task according to the sample, 20% had an average level and 60% had a high level; the methods of "Thinking and speech" and "Reasoning" caused the greatest difficulties due to the fact that they had to use speaking skills. So, according to the first method, 60% of children received a low level and 40% had an average level, and according to the second method, 30% of pre-school children have a low level, 70% have an average level.

In general, according to the results of the diagnosis, children with general speech underdevelopment are characterized by low and average levels of readiness for school education and the absence of a high level (Fig. 1), which requires correctional classes with children.

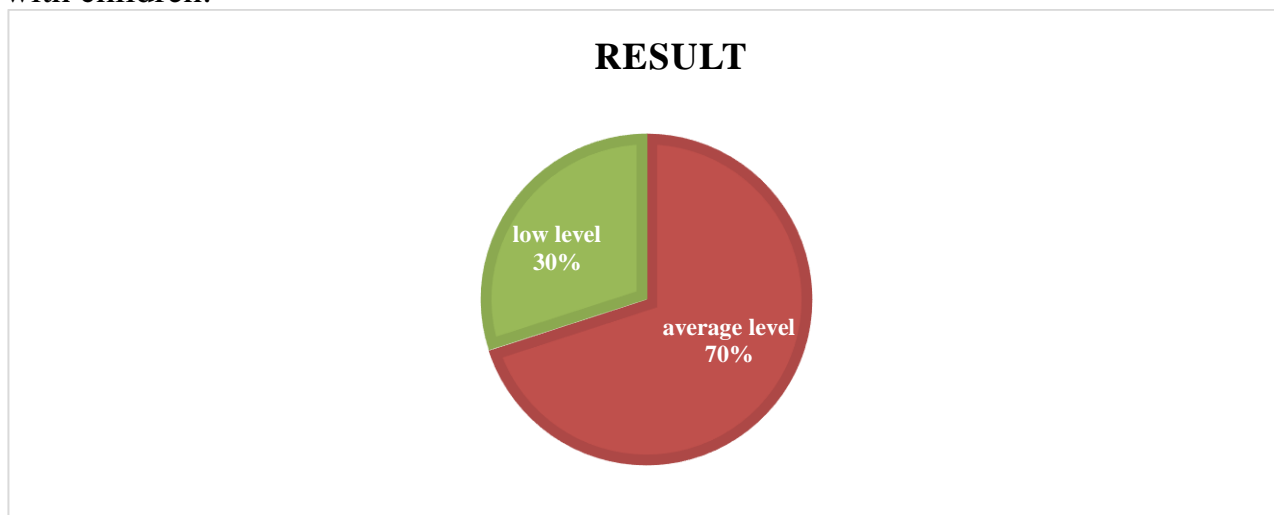


Figure 1. The final result of the diagnosis of the psychological readiness of children with general speech underdevelopment for school

A preschool child does not and cannot have the qualities of a pupil, since they are formed in the necessary activities for this. If the preschooler was poorly prepared, then at school he will have problems in all areas of educational activity. But if the problems are identified in preschool age, there is a chance to create correctional and developmental programs and fill the gap in the affective-need sphere and the sphere of cognitive interests. So, future first-grade pupils with general speech underdevelopment should be told about the world around them and the school, engage in coloring and cutting out pictures, making stories, retelling, reciting poems, as well as playing, for example, "The Fourth is odd" and other games for the development of speech, motor skills, memory, attention, logic and communication skills.

Conclusion

Summing it up, we can say again that the problem of psychological readiness of children for school is always relevant. The existing school has a class-based system and current programs. All this requires the child to have a certain level of psychological readiness. When entering school, the child must be at a stage of neuropsychiatric development at which entering a new social status, making certain demands and participating in the educational process will not bring problems with physical and mental health, but on the contrary will create an optimal level for mastering the school curriculum.

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Дёмшина В.В., Вершинина Т.С.

**ПРОФИЛАКТИКА НЕРВНО-ПСИХИЧЕСКОЙ УСТОЙЧИВОСТИ
БУДУЩИХ ВРАЧЕЙ**

Кафедра клинической психологии и педагогики
Уральский государственный медицинский университет
Екатеринбург, Российская Федерация

Demshina V.V., Vershinina T.S.

PREVENTION OF NEUROPSYCHIC STABILITY OF FUTURE DOCTORS

Department of clinical psychology and pedagogy
Ural state medical university
Yekaterinburg, Russian Federation

E-mail: valeri080201@gmail.com

Аннотация. В статье рассмотрены понятия нервно-психической устойчивости и нервно-психической неустойчивости, факторы, влияющие на них и их формирование. Также в данной работе проведено исследование нервно-