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ПРОБЛЕМА ПСИХОЛОГИЧЕСКОЙ ГОТОВНОСТИ ДЕТЕЙ К
ОБУЧЕНИЮ В ШКОЛЕ. ПСИХОЛОГИЧЕСКИЕ ПОДХОДЫ И
МЕТОДЫ ДИАГНОСТИКИ ГОТОВНОСТИ К ОБУЧЕНИЮ**

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PROBLEM OF PSYCHOLOGICAL READINESS OF CHILDREN TO
LEARN AT SCHOOL. PSYCHOLOGICAL APPROACHES AND METHODS
FOR DIAGNOSTIC READINESS TO LEARN**

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Аннотация. В данной статье рассмотрены вопросы, касающиеся психологической готовности детей к обучению в школе. Проанализирована информация по теме, освоена теоретическая база. Подобраны и рассмотрены методы диагностики готовности детей к обучению.

Annotation. This article discusses issues related to the psychological readiness of children to study at school. The information on the topic is analyzed, the theoretical base is studied. Methods for diagnosing children's readiness for learning were selected and considered.

Ключевые слова: психологическая готовность, обучение в школе, методы диагностики.

Key words: psychological readiness, schooling, diagnostic methods.

Introduction

The topic “The problem of psychological readiness of children to study at school. Psychological approaches and methods for diagnosing readiness for learning” is relevant due to the following factors:

1) This topic is essential, since it affects a large number of people annually, according to statistics, in 2018 – 2020, about 5.5 million first-graders went to school (according to the Ministry of Science and Education of the Russian Federation). And since this problem affects not only children, but also their parents, teachers and indirectly all family members, a large number of people are interested in this topic;

2) The way the first graders go through the stages of growing up affects their development in the future. As you know, all childhood traumas are reflected in adolescence and adulthood, so, the child's adaptation to school will affect their future condition, how they will build their life and what civic position they will have;

3) Studying at school is an integral process, which means that the problem of adaptation is relevant every year, therefore, the selection of methods that can reveal the child's readiness for school is necessary.

Thus, the issue discussed in this article is relevant. It should be noted that in Russian and foreign psychology there are different opinions about which competencies affect the child's adaptation to school.

Psychological readiness for schooling is a necessary and sufficient level of mental development of a child for mastering the school curriculum in conditions of study in a peer group [4, p.92].

It depends on various factors, environment, family situation, emotional, physical and mental health of the child.

In Russian psychology and pedagogy, the problem of a child's readiness for the beginning of systematic schooling has been studied in various aspects (L.S. Vygotsky, L.I. Bozhovich, D.B. Elkonin, N.G. Salmina, L.A. Venger, and V.I. V. Kholmovskaya et al.). Here the general and special readiness of children for school is distinguished. General readiness includes personal, intellectual, physical and socio-psychological ones.

The problem of children's readiness for schooling is primarily considered from the point of view of the compliance of the child's development level with the requirements of educational activities.

One of the first, who addressed to this problem, was K.D. Ushinsky. Studying the psychological and logical foundations of learning, he examined the processes of attention, memory, imagination, thinking and found that the success of learning is achieved with certain indicators of the development of these mental functions. K.D. Ushinsky called the weakness of attention, the abruptness and incoherence of speech, a bad "pronunciation of words" as a contraindication to the beginning of training.

The works by L.I. Bozovic, dedicated to psychological readiness for school, suggested a new formation as the lowest actual level of mental development, necessary and sufficient for starting school, which she called "the internal position of the student". This psychological formation arises at the border of preschool and primary school age,

or during a crisis of 7 years, and represents the fusion of two needs – a cognitive need and a need to communicate with adults at a new level. The combination of these two needs allows the child to be involved in the educational process as a subject of activity, which is expressed in the conscious formation and implementation of intentions and goals, or arbitrary behavior of the student. The second approach is to determine the requirements for the child, on the one hand, the study of formations and changes in the child's psyche, which are observed by the end of preschool age, on the other hand. L. I. Bozhovich notes that “the careless pastime of the preschooler is replaced by a life full of worries and responsibility” [2, p.207].

According to the researchers of this approach, the complex of psychological properties and qualities that determine the psychological readiness for schooling should constitute a certain level of development of cognitive interests, readiness for a change in social position, mediated school motivation (desire to learn), internal ethical instances, self-esteem. This direction, even with all its positive aspects, when considering readiness for school, does not take into account the presence of prerequisites and sources for the presence of educational activity in preschool age.

The purpose of the study is to research the problem of a child's psychological readiness for school, and to select methods for analyzing a child's readiness for school.

Research materials and methods

Testing method, survey, projective techniques.

Research results and their discussion

Readiness for school is a set of certain properties and modes of behavior (competencies) of a child, necessary for the perception, processing and assimilation of educational stimuli throughout the entire learning process. School readiness should be viewed as a branched network of interconnected whole: it always depends on the conditions in a particular school, on the qualities of the child and on the professional qualifications of the teachers working at school. After analyzing the literature on this topic, it was possible to compile a list of these competencies:

The ability of children to consciously subordinate their actions to the rules that generally define the mode of action;

The ability to focus on a given system of requirements;

The ability to listen carefully to the speaker and accurately perform the tasks given orally;

The ability to independently perform the required task according to a visually perceived sample.

Types of a child's readiness for schooling:

Emotional readiness for school implies a set of qualities that allow a child to overcome emotional insecurity, various blockages that interfere with the perception of learning impulses or lead to the fact that the child becomes withdrawn. It is clear that the child cannot easily cope with all tasks and situations. Difficult assignments, as well as the teacher's explanations, can make the child feel like: "I can never cope with this" or "I do not understand at all what she (the teacher) wants from me". Such experience can be a burden on the child's psyche and lead to the fact that the child generally ceases

to believe in himself and stops actively studying. Resistance to such loads, the ability to deal with them constructively is an important part of emotional competence.

Social readiness for school is closely related to emotional readiness. School life includes the child's participation in various communities, entering and maintaining a variety of contacts, connections and relationships. First of all, it is the class community. The child must be prepared for the fact that he will no longer be able to follow only his desires and impulses, regardless of whether he interferes with other children or the teacher with his behavior. Relationships in classroom community greatly affect how well the child will be able to successfully perceive and process learning experiences, that is, benefit from it for his development. If everyone who wants to say something or ask a question speaks or asks at the same moment, chaos will arise and no one will be able to listen to anyone. For normal productive work, it is important that children listen to each other, let the interlocutor finish talking. Therefore, the ability to refrain from one's own impulses and listen to others is an important component of social competence.

Physical readiness for school. Physical readiness for school is understood not only to the extent to which the child controls his body, but also his ability to perceive his body, to feel and voluntarily direct movements (control the internal mobility), to express his impulses with the help of the body and movement. When we talk about physical readiness for school, we mean the coordination of the "eye-hand" system and the development of fine motor skills necessary for learning to write. Here it must be said that the speed of mastering hand movements associated with writing can be different for children. This is due to the uneven and individual maturation of the corresponding areas of the human brain. Many modern methods of teaching writing take this fact into account and do not require fine writing from the very beginning in lined notebooks with strict adherence to boundaries. Children first "write" letters and "draw" shapes in the air, then – with a pencil on large sheets of paper, and only at the next stage move on to writing letters in notebooks. This gentle method takes into account that a child can enter school with an underdeveloped hand. However, most schools still require to write in small print right away (in handwriting worksheet) and observe the appropriate boundaries. This is difficult for a lot of children. Therefore, it is good if, already before school, the child has mastered to a certain extent the movement of the hand, wrist and fingers. Fine motor skills are an important characteristic of a child's motor readiness for school. The manifestation of will, self-initiative and activity largely depends on how much the child generally controls his body and is able to express his impulses in the form of bodily movement.

Cognitive readiness for school, which has long been considered and is still considered by many to be the main form of readiness for school, plays, although not the main, but still a very significant role. It is important that the child can concentrate on a task for a while and complete it. This is not so simple: at every moment of time we are exposed to the effects of various kinds. These are noises, optical impressions, smells, other people, etc. In a large classroom, distractions are constantly occurring. Therefore, the ability to concentrate for some time and keep your attention on the task

at hand is the most important prerequisite for successful learning. It is believed that a good concentration of attention is developed in a child if he can concentrate on the task assigned to him for 15–20 minutes without getting tired. The educational process is designed in such a way that while explaining or demonstrating any phenomena, it is often necessary to link what is happening at the moment with what has been explained or demonstrated recently.

After analyzing textbooks, articles and dissertations on the topic, identifying the types of readiness and competencies that, according to the researchers, children should have, research and methods have been selected.

The conducted research on the topic is aimed at identifying the reasons for the unpreparedness of children for school, as well as solving these problems.

One of the interesting questions raised by the researchers is the identification of accompanying psychological problems: anxiety, low stress resistance, lack of motivation (picture).

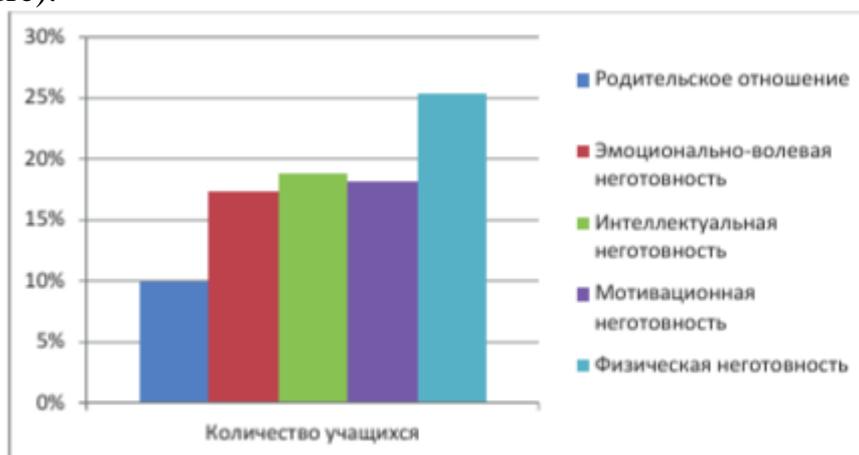


Рис.1. Количество учащихся не готовых к обучению в школе (причины)

Pic. 1. Number of students not ready for school (reasons)

Based on this study, methods to identify the level of motivation, a questionnaire of parent-child relations, a test for the level of intellectual readiness are needed. The following can be proposed:

- The questionnaire of parental relations by A. Ya. Varga, V.V. Stolin, which will help to identify the type of relationship, on which, in turn, the interaction of children with peers depends.

- Wechsler's intelligence test.

- Achievement motivation test for children 9 – 11 years old by Afanasyeva N.

The design of the study is as follows. To identify the effect on the child, it is necessary to take two groups, to carry out the methods in the senior or preparatory group, to assess mental abilities, emotional sphere, family relationships[6].

Then those who attended the school preparation course and who did not should be considered separately, as this has an impact on children. Take cognitive and emotional measurements before starting school.

Further these children need to be followed up until full adaptation, that is, the normalization of the indicators of the method scales.

Such a longitudinal study will reveal the patterns of the environment, social environment, and family influence.

This article discusses an urgent problem that has not been fully studied, that is makes great scientific interest for psychologists and teachers, since its solution or reduction will decrease the difficult transition and adaptation of children to school.

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ПСИХИАТРИЯ, ПСИХОТЕРАПИЯ И НАРКОЛОГИЯ

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ВЛИЯНИЕ ВИТАМИНА D НА КОГНИТИВНЫЕ ФУНКЦИИ У ЖЕНЩИН ПОЖИЛОГО ВОЗРАСТА: ЛИТЕРАТУРНЫЙ ОБЗОР

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EFFECT OF VITAMIN D ON COGNITIVE FUNCTIONS IN OLDER WOMEN: A LITERARY REVIEW

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