

## **Abstract**

**Theme of qualifying work:** psychological - pedagogical conditions of development of structures of integrated individuality of the senior preschool children with low personal readiness for school

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**Information about the contracting authority:** MKDOU kindergarten number 24 "asterisk" in 2015 in the city of Pyatigorsk.

**The relevance of the study:** In today's world one of the conditions for the adoption of the senior preschool children in primary school is dictated by psychological readiness for immediate training in an educational institution. The result is that the main stumbling block psychologists, teachers, parents, preschool teachers to become a problem of psychological - pedagogical conditions of development of structures of integrated individuality of the senior preschool children with low personal readiness for school. Due to this fact it became necessary to our study, which is to identify the psychological environment conducive to the effective development of structures of integrated individuality of the senior preschool children with a low level of personal readiness.

The concept of "psychological readiness for school" is put a certain set of knowledge, skills and their level of development may be different. One of the components of this concept is the personal readiness. Personal readiness includes the formation of a child's readiness to adopt new social position - the position of the student having the range of rights and responsibilities. This is expressed personal readiness of a child to school, to the educational activity, teachers, myself. The personal readiness includes certain level of development of motivational sphere. Future student must be freely control his behavior, cognitive activity that is possible when formed hierarchical system of motives, etc.

Identify the psychological environment conducive to the effective development of structures of integrated individuality of the senior preschool children with a low level of personal readiness promises to further the effectiveness of training, sustainable motivation for knowledge, the disclosure levels of psychological qualities that are mostly important prerequisites for the proper inclusion in the new social environment, the development of individuality and personality child.

**The purpose of this work** - study program of psychological support structures of integrated individuality of the senior preschool children with a low level of personal readiness for school.

**The object of study** - multilevel properties of integrated individuality senior preschool children with high and low levels of motivational readiness for school.

**Subject of research:** Development of structures of integrated individuality of the senior preschool children with low levels of motivational readiness for school in terms of psycho-pedagogical influence.

**The hypothesis of the study:** the harmonization of structures of integrated individuality of the senior preschool children with a low level of personal readiness for school is possible through the implementation of the program for psychological and pedagogical support.

Achieving this goal led to the formulation of the following **research objectives:**

1. provide an analysis of the problems of modern approaches of motivational readiness for school as a factor determining the specifics of multi-level properties of integrated individuality of the senior preschool children;
2. draw up a program of psychological research of motivational readiness for school and multi-level properties of integrated individuality of the senior preschool children;
3. To identify the features of the development of motivational readiness for school and multi-level properties of integrated individuality of the senior preschool children;

4. identify factors that contribute to the optimization of the process of multi-level properties of integrated individuality of the senior preschool children with low levels of motivational readiness for school;

5. to develop and assess the effectiveness of implementation of the program of psychological and pedagogical support of development of structures of integrated individuality of the senior preschool children with low levels of motivational readiness for school.

**Theoretical significance:** the results have expanded the understanding of the peculiarities of the development of structures of integrated individuality of the senior preschool children with a low level of personal readiness to learn at school and allowed to enrich the understanding of the conditions of the productive organization of psychological support of the development of personal readiness and structures of integrated individuality of the senior preschool children.

**Practical value:** Correction developed-developing program for the development of structures of integrated individuality of the senior preschool children with a low level of personal readiness, which can be used by experts in preschool.

**Results:** the hypothesis of a qualitative transformation of structures of integrated individuality of the senior preschool children in the conditions of psycho-pedagogical influence was confirmed.

Initial diagnostic analysis of structures of integrated individuality of the senior preschool children with high and low level of personal readiness possible to determine the diagnosis coincides within 14.3%, mismatched diagnosis was 85.7%. Mathematical and statistical processing of data using the Student's t-test helped identify significant differences between treatment groups in the range of 50%.

Development of correctional and development programs designed with the following **psychological factors** determining the formation of personal readiness of the senior preschool age: the development of learning motivation, communication skills and Maturity of synergies generated by the emotional characteristics of personality (the ability to sympathize, empathize, and others.), A

strong-willed resistance, Maturity personal values, standards by which the child later will evaluate himself, etc.

Mathematical and statistical processing of data using the Student's t-test helped identify significant differences compared to the experimental group before and after the forming experiment on psychodynamic level, the level of secondary properties of the individual and social - psychological totaled 42.85%.

The results of the control phase of the experiment showed that in the experimental group, there were positive developments in a number of indicators:

-level distribution of attention increased by 36.54%;

-level oposredovatelnoy visual memory to 54.89%;

-level formation of visual-figurative thinking has increased by 43.01%

-level imagination productivity increased by 27.79%, after the formative experiment.

Thus, it can be argued that in the course of the study goal was achieved, all the tasks.

### **Recommendations:**

- The results of empirical research, as well as developed correctional - developmental program can be used in practical psychological work in preschools;
- This study can also be used in school education in the recruitment of senior preschool children, as the work program during the summer camp preparatory school, as well as psychologists, school facilities for preventive work with younger students;
- Individual exercise of correctional and development programs can be used by parents of younger students to improve personal readiness for school.