SUMMARY

Theme outlet qualifying work: «Development of structures of integrated individuality of children of preschool age in the system of interpersonal relations»

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Research theme topicality:

The relevance of the chosen theme based on the demands of practice and the need to build the process of formation of culture of interpersonal relations in preschool children on a scientific basis. Formation of the person preschooler happens in its relations people - not only by adults but also by other children (L. S. Vygotsky, D. B. El'konin, M. I. Lisina et al.). The first experience of such relationships largely determines the nature of the child's identity and its further social development.

The purpose of work: examine the role of the relationship to the other children in the development of structures of integrated individuality of preschool children in the system of interpersonal relations.

Tasks:

1) perform a theoretical and methodological analysis of conceptual approaches to the development and optimization of interpersonal relations of preschool children

2) choose and test complex psychodiagnostic procedures and methods for the determination of multi-level properties of integrated individuality of preschoolers

3) to make a comparative analysis of structures of integrated individuality of preschool children with different directions towards other children, to identify these structures in general and the particular, and on this basis establish a backbone role relationships to other children;

4) identify the uniqueness in the structures of integrated individuality of preschoolers with empirical and complicity oriented attitude to other children in the system of interpersonal relations.

The theoretical significance of the study: the resulting research material expands knowledge about systemic factors that affect the harmonization of multi-level properties of integrated individuality of preschool children; expanded theoretical and psychological submission about the role of interpersonal relationships in the preschool years; at the theoretical level enhanced understanding of psychological factors, that ensure the harmonization of different levels of properties of integrated individuality of preschoolers; these studies complement the knowledge about the features of the development of structures of integrated individuality of preschoolers in a specially organized in social interaction; revealed that the integrity and effectiveness the development of structures integrated individuality preschoolers linked with oriented towards other children, which is an essential characteristic of interpersonal relationships; grounded primary role orientation towards other children in the development of
structures of integrated individuality preschoolers.

The practical value of the study is that diagnostic program multi-level properties of integrated individuality of preschoolers can be used by psychologists and caregivers of preschool child care in the framework of preventive, remedial work and to develop integrated development programs educational process in preschool institutions; The results can be used to organize psychological and educational experiments for the development of integrated individuality of preschoolers in different activities; conclusions which proved basic role orientation attitude other children in the structures of integrated individuality of preschoolers, can be used for lectures and seminars on general psychology, personality psychology, and others.

Results of the study: On the basis of the study from the standpoint of bitmap and systems analysis sets the primary role of the relationship to the other children in the development of structures of integrated individuality preschoolers, ensuring harmonization development of multi-level properties integrated individuality of children of preschool age. The study showed that the relationship between the children have the extreme forms of (self-centeredness, ownership). According to the general logic of development interpersonal relations (L.G.Utrobina, 1996) dynamics comes from the indifferent attitude to peer through a demonstrative and competitiveness in relation of community and belonging. Consequently, in group with co-participants relationship between children, appear conditions for a full-fledged solving the problems of development.

Recommendations: Teachers who work with preschool children should be taken into account, that the child's attitude to peers on the experience of communion children and individual characteristics of the child. There is an "internal attitude towards the partner", which is formed within the social and object activity of the child and it has an affective nature. It is a "filter" that does not allow many children to notice the erroneous actions of the adult as opposed to peer operations. This shows that not only the real behavior of the children, but their verbal behavior and what they know about the reality depends on their internal semantic attitude to this reality.