

Abstract

Theme of final qualifying work: System research of impact of the parental relation on psychological readiness for school of the senior preschool children.

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The relevance of the study.

The increasing attention of domestic and foreign psychologists is attracted to itself by psychology of the family relations. The modern family is the most important institute of socialization of children of early and preschool age. The most important subsystem of a family is made by the attitudes of parents towards children and can be considered as the relations mediated by age features of the child and parent.

Relevance of a problem is caused by studying of influence of parents on mental development of the child during preparation for school training. Relationship in a family is the major determinant of mental development and process of socialization of the child. Full development of family system, effective preparation for the forthcoming training at school is possible on the basis of the accounting of the psychological factors defining harmonious development of identity of parents and children.

Research problems:

1 – to carry out the theoretical analysis of problems of typology of the parental relation and influence of the parental relation on psychological readiness for school of the senior preschool children in works of foreign and domestic psychologists;

2 - to develop the program of a psychognostic testing of the parental relation, the multilayered properties of integrated identity of parents depending on a type of the parental relation and the multilayered properties of integrated identity of the senior preschool children;

3 - to conduct research of the parental relation as factor of formation of psychological readiness and the multilayered properties of integrated identity of the senior preschool children;

4 - to define groups of the senior preschool children according to type of the parental relation and to realize the program of diagnostics of three levels of integrated identity (level of secondary properties, personal, social and psychological levels);

5 - to compare multilayered properties of integrated identity of parents and children of the advanced preschool age type of the parental relation;

6 – to reveal the psychological factors promoting optimization of development of psychological readiness of the senior preschool children for training at school;

7-to develop the program of psychological support of harmonization of structures of an integrated personality of the senior preschool children and parents with the relation "Authoritarian hyper socialization";

8-to make practical recommendations for educational psychologists of preschool institutions about development of structures of an integrated personality of the senior preschool children during preparation for school training and parents with the relation "Authoritarian hyper socialization".

Theoretical importance of research: the received results expanded ideas of features of influence of the parental relation on psychological readiness of children of the advanced preschool age to training at school.

The practical importance of research is that theoretical provisions and practical conclusions can form the basis for development of comprehensive programs of psychological management on harmonization of development of structures of integrated identity of the senior preschool children in the course of

preparation for training at school which parents show authoritarian type of the relation.

Results of research. The theoretical and methodological analysis of features of development of integrated identity of parents and senior preschool children was carried out. The conducted research revealed that the parental relation influences development the multilayered properties of integrated identity of the senior preschool children, thereby confirming the made hypothesis.

Recommendations. "The program of psychological support of the senior preschool children and parents with the relation "Authoritarian hyper socialization" is intended for optimization of the child parental relations and increase of psychology and pedagogical competence of the parents.