

ESSEY

Theme of final qualifying work: «Prevention of the younger schoolchildren's unfavorable psychological development during the transition to secondary school».

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Information about the custom organization: MBEI lyceum №15, Pyatigorsk.

The relevance of the research topic is due, in one hand, to the ever-growing public interest in the person-centered process, in the other hand – to a constant search for destinations in the school psychological services in their work with unfavorable psychological development of pupils.

The objective of this study is drawing up a program of psychological support as a method of preventive work with disadvantaged psychological development of the younger schoolchildren.

Research problems:

1. To make analysis of theoretical research on the psychological distress factor in the development of the younger schoolchildren and its impact on the functioning of the individual personality system.
2. To systematize the theoretical notions of the processes taking place in the event of failure situations.
3. To identify empirically personal characteristics of the child and to identify the range of problems those require psychological assistance.
4. To develop a program to provide psychological assistance for secondary school pupils to overcome situations of failure and to develop their successful strategy.
5. To track changes in personality indicators, depending on the provided psychological support.
6. To summarize the results of the study.

Theoretical and practical value of the research

- the concept of the unfavorable psychological development is expanded;
- the effectiveness of the Program of Supported Development of the Child is experimentally tested.

Results:

The study showed the positive dynamics of the pupils' emotional state, decreased anxiety, increased levels of strong-willed self-regulation and self-conception.

Recommendations:

1. Psychological support to younger pupils at training in secondary school should be implemented comprehensively and include it in the joint work of the psychologist to make sure that parents and teachers are working together as allies.
2. Removing internal barriers in the development of the person's psychological well-being requires a consideration of negative experiences in the past and finding the most effective ways to solve these problems in the present.
3. Completion of each lesson in the Program of Supported Development of the Child should provide for obtaining work in everyday life and a new understanding of their own actions and psychological states.
4. Upon completion of Program of Supported Development of the Child, participants should receive homework to do it in their daily lives to understand their actions, and psychological states.