

Summary of the master's dissertation

Subject matter of the dissertation: "Psychological conditions of self-conscience development in primary school age"

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Topicality of the research: primary school age - is the period of acquiring a new social status, understanding of the social personality, conscious and active interaction with the social environment (L.I. Bozovic, T.D. Nezhnova). Junior adolescence is the most sensitive period of self-conscience development (S.L. Rubinstein, D.I. Feldstein). It is therefore necessary to create favorable psychological and pedagogical conditions for the development of self-consciousness, providing disclosure of the internal potential of the child (the ability to make their own responsible decisions in situations of self-determination, the ability to actively and consciously interact with the social environment, defending its independence and individuality), will lead to the successful development in general.

Objective: to justify the backbone role in the development of self-conscience in structures of integrated individuality in primary school age.

Tasks:

- 1) to reveal status of the problem of consciousness study as a factor of the integrated individuality structures harmonization in primary school age;
- 2) to carry out theoretical and methodological applied analysis of conceptual approaches to the study of personality in primary school age., depending on the level of consciousness;

3) theoretically and methodologically justify the need of a systematic approach to the study of personality in primary school age with different levels of self-conscience;

4) to conduct a comparative analysis of structures of integrated individuality in primary school age with high and low levels of self-conscience;

5) to identify the uniqueness of the structures of integrated individuality in primary school age with a high and a low level of consciousness and on this basis to establish a backbone role of self-conscience.

Theoretical and practical significance of the research

- Theoretically proved children self-conscience creating in primary school age, essentially defining and guiding the development of multi-level properties and structure of integrated individuality of younger schoolchildren;

- Theoretically expanded understanding of the psychological factors that ensure the harmonization of different levels of development of the properties of integrated individuality in primary school age;

- It is found that the structure of integrated individuality of younger schoolboys with a high level of consciousness exhibit high adaptive activity and consistency in the functioning of the properties of the higher levels, the flexibility of inter-level connections, which leads to harmony and balance system;

- Established that the structure of integrated individuality in primary school age with a low level of consciousness is not enough harmonious, inter-level communication is rigid and characterized by a mismatch in the interaction of different levels of properties, which leads to unbalance the system;

- Developed and tested diagnostic program of multi-level properties of integrated individuality in primary school age

-The results of the study can be used in the educational process in educational institutions within psychoprophylactic, psycho work with children, as well as the development of basic and additional professional educational programs of

universities in the framework of personality psychology and integrative developmental psychology.

Results of the research. The study proved that the self-conscience is a backbone factor determining the development of integrated individuality in primary school age.

Recommendations:

- Identified facts and laws can be the basis of integrated programs of psychological management of personality development in primary school age.
- Developed and tested diagnostic multi-level program of integrated individuality in primary school age can be used within psychoprophylactic and psychocorrectional work;
- The results of the research can significantly add to the content of the basic and additional professional educational programs of universities in the framework of personality psychology and integrative developmental psychology.