

Theme of qualifying work: "System research of psycho-emotional problems in primary school age"

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The relevance of the research topic: The global nature of the transformation taking place in Russia, the most acute and painful impact on the world of childhood. A necessary condition for the development of the child's identity is a complete emotional contact with parents and other people (John. Bowlby, J. Langmeyer, Z. Mateychik, AM parishioners N. Tolstoy). Despite the considerable amount of research, poorly understood system approach to the problem of development of emotional sphere of younger schoolboys. The system approach is to elucidate the role of the emotional sphere in the development of integrated individuality of younger schoolboys.

Objective: To study the emotional sphere as a system-forming factor in the development of structures of integrated individuality of younger schoolboys.

1. Objectives To carry out a theoretical analysis of the problem of development of emotional sphere of the person, identify the main violations in its development.
2. Carry out a methodological and applied analysis of conceptual approaches to the study of personality younger students, depending on the properties that make up the emotional sphere.
3. Theoretical and methodological justify the need for a systematic approach to the study of personality of younger schoolboys with different level of emotional development.
4. Carry out a comparative analysis of structures of integrated individuality of younger schoolboys with a favorable emotional development and problems in the emotional sphere, identify features in their structures and on this basis to establish a backbone role of the emotional sphere.
5. Identify the uniqueness of the structures of integrated individuality of younger schoolboys with the destruction of the emotional sphere and without emotional disturbances, and on this basis to identify the main criteria for emotional development.

The theoretical significance of the research work analyzed meaningfully identified and summarized existing in domestic and foreign psychology studies on the emotional sphere of children; given the comparative analysis of representations about the features of the emotional sphere of the person at different stages of ontogenesis contained in domestic and foreign psychology; The features of the emotional sphere of children of primary school age; the criteria and the classification of emotional disorders arising in the process of interaction and communication between children and adults as well as children from different age groups with each other; identified determinants causing negative emotional experiences of younger students.

The practical significance of the study is that materials research can be used practical psychologists working in the educational institutions and implementing psychological support emotional development of children; identified facts and laws can be the basis for the development of integrated programs of psychological management harmonious development of individual students; the results may be of interest for future research of psychological peculiarities of emotional sphere of a person at different stages of ontogenetic development; contained in the theoretical principles and experimental sound conclusions can be used in the teaching of developmental psychology, educational psychology, correctional psychology, the psychology of deviant behavior in pedagogical high schools and colleges;

Results of the study are done theoretical and methodological and applied analysis of the problems of interpretation and understanding of emotions in domestic and foreign studies, which showed their ambiguity. The main features include emotions timeliness or spontaneous reaction to the situation. Evaluation serves as a mechanism for foresight importance of the situation and is differentiated. Emotions perform catalytic function, prepare for the upcoming event, and then fix the positive and negative experience. Emotions have an adaptive function, they relate to the needs of the person performing the functions of evaluation and motivation. They are represented by a corresponding human behavior and test their effects basic needs, interests and values.

Recommendations: Teachers and parents in the process of interaction with children should be aware that the child's emotional well-being depends on the unconditional acceptance of his parents, teachers and peers, and by correlating the sequence requirements of adults with the possibilities of the child, the emotional stability of the parents and teachers, by types parental attitude, attention to their emotional state, from providing emotional support for the child and others. indirectly affect the development of the emotional sphere of younger schoolboys

level of formation of the self-image of "I", as well as approval from the presence of adults. Among the causes of emotional distress and discomfort can be a mismatch between the representative system of student and teacher.