Scientific approaches to the study of psychological accompaniment in child with Down's syndrome

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In the period of scale changes in area of the special education the necessity of creation of optimal terms of educating and education of children increases with the special educational requirements in a stable and emotional, favorable social environment.

Research actuality is determined by the need to develop a theoretical and methodological substantiation the problem of psychological accompaniment a child with the Down's syndrome (DS). The aim of the article is there is realization of theoretical analysis of problem of psychological accompaniment in child with the Down's syndrome from position of subject-activity, cognitive, systems-oriented and structural-functional approaches.

On results the study of research problem, drawn conclusion, that concordantly subject-activity approach in research of model of psychological accompaniment of children with the Down's syndrome the subject of kids with a syndrome Down's reflects the features his personality and repertoire specific of activity. The cognitive approach allows to form a look to the psyche, that is examined as a system of the cognitive reactions, related not only to the external stimuli but also with internal variables, for example, with consciousness. The aim of the article is there is realization of theoretical analysis of problem of psychological accompaniment in children with the Down's syndrome from position of subject-activity, cognitive, systems-oriented and structural-functional approaches.

Key words: psychological accompaniment; child with the Down's syndrome (DS); subject-activity; cognitive, systems-oriented and structural-functional approaches.

Introduction

Theoretical aspects of the problem of psychological accompaniment for children with Down syndrome are presented in the following areas: peculiarities of cognitive activity and speech (A. Alekhina, M. Berketova, G. Vorsanova, I. Demidova, P. Zhianova, R. Kovtun, T. Medvedev and others); affective sphere (N. Tertychna, G. Golovan); attention (K. Davydenkova, I. Liberman, A. Kosheleva, etc.); features of the development of static and locomotor functions, various types of motor skills (M. Berketov, R. Kovtun, P. Lautselsager, O. Mosolink-Konovalov, etc.); speech development (R. Kovtun, S. Buckley, G. Bird, etc.); specificity of self-regulation (A. Minenko). In spite of different looks on this issue, researchers are unanimous in

that regardless remains problem of creation of integral model of psychological accompaniment in child with the Down's syndrome.

As actuality of this range of problems does not cause a doubt, **by an aim given the articles**, there is realization of theoretical analysis of problem of psychological accompaniment of children with the Down's syndrome from position of subject-activity, cognitive, systems-oriented and structural-functional approaches.

Research results

Psychological accompaniment in the context of the subject-activity approach was scientists by the article of research of many scientists (V. Allahverdov, B. Ananiev,

A.Brushlinsky, L. Velitchenko, V. Ganzen, E. Isayev, A.Leontyev, S. Rubinshtein, V. Slobodchikov, V. Soloviev, J.Oldhem, L. Morris, and others). In this approach the special value is spared to activity as a process of transformation, perfection of the surrounding world one of important methods of existence of man. The specific of subject-activity, approach consists in the acceptance of indissoluble connection of activity with a subject, that her will initiate, will realize and bears responsibility for her embodiment and results. The basic thesis of subject-activity approach consists in consideration of category "activity of subject", thus all psychical properties and processes, in her formed, are descriptions of integral individual.

In L. Velitchenko the subject is "an expression of the self of the individual, experiencing your beingness, the influence of the unconscious and perceived needs, and committed to their satisfaction for the achievement of results" (Velitchenko, Podshivalkina, 2009, p.227). V. Gansen designates a man that operates and knows a word "subject". Actions of subject, in opinion of scientist, practically always are acts, by the processes of co-operation of man with an environment as with an object, thus co-operation comes forward the special cases of the relations realized in the physical plane of the phenomena. The acts of action and cognition presuppose two attributes of the subject-the presence of activity and consciousness in him, without which a purposeful action and conscious reflection are impossible. In the process of interaction, the subject and the object change, respectively, the relations between them also change. In other words, acts of action and knowledge are described not by relationships, but by changes in relations.

From the standpoint of the subject-activity approach, neither biological factors in themselves determine the results of the general mental development of the individual, nor does social reality go directly into the content of subjectivity. A person in spiritual existence is independent of the organic and social, from coercion and pressure (E. Isaev, V. Slobodchikov). The notion of a person as a subject provides for the use of the concepts "self-development" and "self-determination". According to the concept of psychological support, these provisions presuppose a special course of the natural development of the child: it is strictly individual, and the sequence and order of age changes are unshakable for each person. Accordingly, the concept of "norm" is used not as an average level of development, but rather as an opportunity to achieve or even as a vector of self-development of the individual. According to subject approach in research of model of psychological accompaniment of children with the Down's syndrome important thesis about the specific of co-operation of subject and object, actually forms the world character, will mediate external influences (L. Velitchenko, 2009). The subjectivity of a child with Down's syndrome reflects the characteristics of his personality and the repertoire specificity of the activity: it is mirrored in the personal (J. Oldhem, L. Morris), individual, cognitive styles (A. Petrovsky, M. Yaroshevsky), individual features of the personal model of the world (Ballahverdov).

In addition, the special role in subject approach belongs to activity that is general description of all living creatures, including man (as a subject), and arises up the source of

transformation or maintenance by them vitally important connections with an environment.

Taking into account the last, special value acquires opening of properties of personality as subject of vital functions, general structure of subject and reflection of these categories in the process of psychological accompaniment in child with the Down's syndrome. In this aspect, for our study, the thesis of the specificity of the interaction between the subject and the object is important, in fact it forms the image of the world, external influences are mediated (L.Velitchenko, 2009). Influence of subjective activity on development of personality is examined by scientists in such directions and principles of researches:

- the principle of determinism, according to which psychic phenomena act as those that are determined by the conditions of human activity, and as such that determine its activity and behavior (S. Rubinstein, 1997):

- it is principle of activity, forming of consciousness, psychical connections, processes and properties stipulates personalities that, in turn, carrying out adjusting of activity, is the condition of their adequate implementation (S.Rubinstein, 1997):

- the methodological aspect of the subject's problem in psychology (K. Abulkhanova-Slavskaya, L. Velitchenko, V.Podshivalkina, 2009);

- evolutionary sources of subjectivity and personal activity (L. Velitchenko, V. Romenets, etc.).

Thus, the construction of model of psychological accompaniment of children with the Down's syndrome comes true with support on the substantive provisions subject-activity approach, in that concept a "norm" is used as middle not level of development, but as vector of personality self-development; the category of activity arises up the source transformation or maintenance by the child of vitally important connections with an environment.

Psychological accompaniment in the context of the cognitive approach was considered by A. Bandura, W. James, J. Kelly, L. Colberg, W. Nyisser, J. Piaget, J. Anderson, M.Minsky, K. Pribram, M. Werlheimer et al. The basic thesis of this approach underlines that personality is formed under influence of three basic factors: behavior, individual features (especially, thinking - cognition) and environment. The indicated factors operate jointly, and teaching is not necessarily supposed by a reward. On A. Bandura, it is possible to study, watching the actions of other man; reinforcements(reinforcement) can be and indirect, id est personality can aspire to educating, seeing that other gets the reward. Except plasticity of consciousness (plasticity), styles of behavior can change due to that, major quality is thinking (cognition), that allows to use a language, cognize the phenomena of the surrounding world and comprehend own behavior, at least in part reflex events will be perceived, evaluated and become the basis for the action.

As conception of psychological accompaniment in child with the Down's syndrome supposes the special organization of educational space of child, drawing on basic accomplishments cognitive psychology substantially assists research of features of cognitive activity a child with the Down's syndrome design facilities. The cognitive approach allows us to reveal the features of obtaining information about the world around us, the processes of processing this information by children, the peculiarities of storing in

memory and transforming into knowledge, which subsequently influence attention and, as a consequence, their behavior. In the context of our model of psychological support, an important view is on the psyche within the limits of cognitive psychology, which is viewed as a system of cognitive reactions associated not only with external stimuli, but also with internal variables, for example, with self-consciousness. This approach allows us to combine in the model of psychological support cognitive strategies for working with child with Down syndrome and elements of research of their personality. The achievements of cognitive psychology make it possible to track the influence of intellectual processes on the functioning of the personality, it allows not only to develop a program of psychological accompaniment in child with Down's syndrome, but also to significantly influence the organization of cognitive processes and the ability to perceive, comprehend and organize their experience and use it in everyday life.

The special value for creation of the educational field in the model of psychological accompaniment acquires the phenomenon "selective consciousness's" William James, when from all stream of information, a child perceives only certain part - that in that she is interested. In addition, approach William James allows to develop the model of psychological accompaniment taking into account psychological reality of child - dividing by "primary memory" (conventional memory), that forms a psychological present, and "secondary memory", is the psychological past - assists the processes of socialization and adaptation in child with the Down's syndrome.

Jean William Fritz Piaget, studying conformities to law of development of thinking of child, came to the conclusion, that cognitive development is the result of the successive stages of development of personality, intellectual development of child takes place in search of equilibrium meantime, that a child knows and aims to understand. On the obligatory passing it is influenced the children of these stages: ripening of the nervous system, accumulation of experience, development of speech, education, psychological accompaniment. If one of the enumerated factors is presented not enough on the certain stage cognitive development of child can be blocked or distorted. That is why the model of psychological accompaniment must be formed taking into account the substantive provisions cognitive approach.

The continuity of important ideas Jean William Fritz Piaget manifested itself in the cognitive theory of morality L.Kolberg - the concept of moral judgments, which are regarded as the progression of standard, consecutive stages. Description of the stages of development of moral judgements pushes off from understanding of intercommunication of moral and cognitive development. "natural" moral development is entailed by motion to "moral adequacy" that can be described as progress from superficial moral judgements to deeper.

George Alexander Kelly (1955) also noted that each person is able to control, understand and anticipate his behavior, draw conclusions based on past experience and foreseeing the future.

The development of the scientific concept of building a model of psychological accompaniment of children with Down's syndrome is based on taking into account the degree

of complexity of the organization of the system of personality constructs of the subjects and their openness to changes according to George Alexander Kelly (1955). Accordingly, two types of personalities are distinguished: cognitively complex (personality with a large number of constructs) and cognitively simple (with a small number of constructs). Cognitively complex personality, according to George Alexander Kelly, compared with the cognitively simple, is characterized by the following characteristics:

- 1) has the best psychological health;
- 2) copes better with stress;
- 3) has a high level of self-evaluation;
- 4) more adaptive to new situations.

So, we see that a certain degree cognitive complication can be to the accessible child with the Down's syndrome due to the specially worked out system of psychological accompaniment.

At development of model of psychological accompaniment special methodological a value is acquired by the scientific achievements Kurt Levin, in particular, semantics of such leading categories, as vital space and psychological surroundings. Life (psychological) space as a key concept in Kurt Levin's theory is everything that predetermines the behavior of a person, it contains an understanding of the features of real and unreal, actual, past and future events included in the subject's psychological space at every particular moment in his life. Proceeding from this, the living space is a system of individual reactions of the child to socio-psychological, economic and physiological factors. Even the child's unconscious influences associated with these factors are also included in the analysis of her life or psychological space.

Proceeding from the logic of the formation of the individual social situation of a child with Down's syndrome, its psychological environment is its unique world, the psychic energy caused by needs is transferred to nearby objects that become meaningful and begin to attract or repel the person. The boundary between the living space and the outside world in field theory is a stable unchanged education, it is constantly being formed and is labile, such that it feels pedagogical and psychological influences. The life space is interconnected with the child's external world: changes occurring in the external world affect the state of the living space and vice versa.

The construction of an educational and educational space for a child with Down's syndrome should be based on the ideas of another representative of the cognitive approach, D. Anderson, who notes that the acquisition of new knowledge by the child is carried out in two stages: declarative and procedural. At the declarative stage, a compilation of knowledge is carried out - links of acquired knowledge to the conditions of its application and other knowledge are established; there is a replacement of abstract knowledge with concrete, universal. At the procedural stage, there is a "coordination of knowledge", the scope of their application is significantly expanded.

In fact, the ideas of D. Anderson and other representatives of the cognitive approach are consonant with modern reforms in the education system and create conditions for a competent approach to the organization of the educational space of child with Down's syndrome.

Psychological accompaniment in the context of systems-oriented and structural-functional approaches was considered by L. Bertalanffy, L. Vygotsky, V. Ganzen, M. Levitov, B. Lomov, T. Parsons, V. Sadovsky, V. Yurchenko.

The scientific heritage of representatives of the systemic approach and modern developments of scientists, including Ukrainian methodologists, are extremely important for building a psychological support system. Using the ideas of the system approach allows to integrate and systematize accumulated knowledge, to find invariants of psychological descriptions of systems of accompanying children with Down's syndrome, to avoid disadvantages of local approach, to increase the effectiveness of system research and the process of organizing the educational space of children, to create new scientific concepts, to improve system descriptions of mental phenomena. That is, the main task is the integration of information about the object under investigation and the development of an appropriate theory-cognitive technology.

The concept of L. Bertalanffy's organism, which is based on the assertion that every living organism is an organized, integral and dynamic system, allows correctly selecting the system of psychological and pedagogical influences on the basis of recognition of the primary activity of the organism. Relying on the fundamental features of systems, L. Bertalanffy identified the following types of open systems (to which the personality also refers): based on the dynamic interaction of individual parts; based on the feedback scheme; type of homeostasis.

In the context of our study of the psychological accompaniment model, it is the selection of L. Bertalanffy systems, based on the feedback, that allows to combine the support of parents and the personality of the psychologist in an integrated system.

V. Sadovsky's scientific ideas about the possibility of studying individual properties of an object by relating them to an object as a whole and the disclosure of the basic laws of his behavior, functioning and development need:

- hierarchical construction of the main components of the psychological support model;
- correlation of external and internal determinism of behavior of subjects in the process of escort;
- organization and support of targeted behavior of child with Down's Syndrome;
- ensuring the stability of the functioning of the escort model as an integrated system, subject to changes in its individual components;
- variety of forms of relationships between a psychologist, parents and child with Down's syndrome in the process of organizing a psychological and educational space.

An example of practical application of ideas of the system approach is presented in Vygotsky's system assumptions. The mechanism of synthesizing general psychological knowledge in the specialties he sees in the constant comparison in the scientific practice of theoretical and empirical components: theoretical categories as the most meaningful abstractions in combination with specific ways of scientific search, methods and methods of cognition of the subject of research contribute to the creation of desired models and their application in practice. In addition, Vygotsky's systemic approach fundamentally changed the approach to practice as such: practice generates the need for

a transition from narrowly specialized theoretical schemes to more general ones, which in fact reveal the deep categorical meaning of the study (Vygotsky, 1983).

The most consistent approach to systemic study of the object is presented in the ideas of B. Lomov, who singled out important principles of the general system approach, namely:

- 1) the multidimensional nature of the investigation of a systemic phenomenon (as a definite qualitative unit, has its own regularities, and as part of its species-generic macrostructure, to the laws of which it is subordinated;
- 2) in the context of microsystems, to the laws of which it is subordinated;
- 3) in terms of constructing external interactions (Lomov, 1989).

B. Lomov emphasizes that all listed principles should be presented in a coherent system, even if it is a matter of highly specialized knowledge. That is, relying on the idea of B. Lomov, in the model of psychological accompaniment of child with Down's syndrome, hierarchical, parity relationships between its components should be presented and the microsocial relationships of child are investigational with society.

The methodological justification for creating a model of psychological accompaniment of child with Down's syndrome is impossible without taking into account the approach of V. Hansen: unlike other scientists, he recommends not only the individual components of the psyche (processes, functions, states) to be considered, but also the set of mental processes, properties for which it is necessary to solve the problems of classification, systematization, modeling. That is, the data of an individual and the data of a certain sample (mentally healthy and sick) can become the object of a system scientific description, but their main function is to generalize and systematize accumulated knowledge and create holistic scientific concepts and models.

Particular importance in the process of creating a model of psychological accompaniment in child with Down's syndrome is acquired by studying the characteristics of the personality of their parents, since their mental state does not always help the child and the possibility of further struggle for its socialization. Therefore, for us it is important to see Levitov's conception of the mental state as a temporary but integral psychological phenomenon: the scientist views it as a kind of syndrome with various characteristics of mental activity (will, emotions, real behavior, etc.) that, within a certain period time form a single integrated system that depends on previous events in the life of the subject "of the object and its individual characteristics. This approach allows us to talk about the possible manifestations of the syndrome emotionally about burnout parents raising child with Down's syndrome and possible ways of its relief.

The methodological platform for organizing a study of the psychological accompaniment model in child with Down's syndrome was also chosen as the basis for the systems-oriented and structural-functional approaches of T. Parsons. Since any social system is formed by the interaction of individuals, stresses T. Parsons, and then every participant in this system is both an object and a subject. According to its systems-oriented and structural-functional approaches, each type of activity corresponds to a

certain set of psychological and physical qualities of the individual, and its success and the presence of positive emotions in the process of implementation depend on the degree of correspondence of the individual qualities of the subject with the requirements of activity. So, the psychological accompaniment system should be built taking into account not only the individual characteristics of children, but also their parents, as they must continue the accompanying activities at home against the background of the formation of positive emotions.

In addition, we note that in the theory of T. Parsons, a special place is given to values that are primary for the preservation and maintenance of a functioning system, which presupposes their transfer through upbringing, interaction, and mastery of cultural elements.

Conclusions

So, in our study, the theoretical basis for the model of psychological accompaniment in child with Down's syndrome is the subject-activity, cognitive, systems-oriented and structural-functional approaches. According to the subject-activity approach in the study of the model of psychological accompaniment in children with Down's syndrome, the thesis the specificity of the interaction between the subject and the object is important, fact it forms the image of the world, the external influences are mediated, the subjectivity of the child with Down's syndrome reflects the characteristics of his personality and the repertoire specificity of activity: it is mirrored in the personal, individual, cognitive styles, individual features of creating a personal model of the world.

The cognitive approach makes it possible to form a view of the psyche, which is viewed as a system of cognitive reactions that are associated not only with external stimulus, but also with internal variables, for example, with self-awareness. Systems-oriented and structural-functional approaches contribute to the development of theoretical and cognitive technologies for working in child with Down's syndrome and their parents.

Promising in the future, we consider it necessary, to clarify the features of psychological accompaniment for schoolchild with Down's syndrome.

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