

**PSYCHOLOGICAL DETERMINERS OF SELF-ASSESSMENT OF FINE
ACTIVITY OF BLIND JUNIOR PUPILS**

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**ПСИХОЛОГІЧНІ ДЕТЕРМІНАНТИ САМОКОНТРОЛЮ
ОБРАЗОТВОРЧОЇ ДІЯЛЬНОСТІ СЛІПХ МОЛОДШИХ ШКОЛЯРІВ**

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ABSTRACT

The article reviews the interdependence of self-assessment and psychological processes. It was considered the effect of visual impairment on the formation and development of self-assessment and the relationship of this process with the formation of feelings and perceptions in blind children. It was described the place of self-assessment actions in such psychological processes as attention, memory, speech and thought. It was considered features of control actions for blind junior pupils in fine arts activities.

The psychological determiners of self-assessment of blind junior pupils include the functioning of feedback mechanisms, the forming of criterion for various psychological levels, age characteristics, motivation, reflection and individual characteristics of children.

Keywords: self-control, psychological processes, activities, blind junior pupils.

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Анотація

У статті висвітлено взаємозалежність самоконтролю і психічних процесів. Розглянуто вплив порушень зору на формування та розвиток самоконтролю та взаємозв'язок цього процесу з формуванням відчуттів і сприймань у сліпих дітей. Описано місце дій самостійного контролю у таких психічних процесах: увага, пам'ять, мовлення і мислення. Розглянуто особливості контролюючих дій незрячих молодших школярів в образотворчій діяльності.

Серед психологічних детермінант самоконтролю сліпих молодших школярів можна назвати функціонування механізмів зворотного зв'язку, формування еталонів на різних психічних рівнях, вікові особливості, мотивацію, рефлексію та індивідуальні особливості дітей.

Ключові слова: самоконтроль, психічні процеси, діяльність, сліпі молодші школярі.

The analysis of teaching practice confirms considerable difficulties of development by self-assessment of own educational activities by blind junior school children. Visual disorders, influencing the development of self-direction activities, leads to decrease of level of independence including self-checking that, respectively, gives informative passivity of blind children, a verbalism of knowledge, features of the emotional and strong-willed sphere of the personality and so on. There is a requirement of theoretical and pilot study of features of forming of self-control of blind junior pupils. In this context the studying of psychological determiners for self-control of blind junior pupils in the course of implementation of fine activities becomes an urgent problem.

Note that, the self-control is an integral part of psychological processes, which leads to a certain interdependence between them. In particular, the feeling, as a part of primary element of sensory perception, allow the child to form an idea that reflect the reality. Researches by V. Bekhterev, I. Sechenov, B. Ananiev, S. Kufler, K. Pribram and others have confirmed the central control of the receptors. The inclusion of personal, paranormal factors in sensory-perceptual processes is an important fact for understanding the meaning of these processes [1]. However, feelings themselves form the basis of the knowledge and representations base about the environment, which is the source of criterion for activities.

Touch personal development of health pupils and pupils with visual impairment occurs in one direction and the visual analyzer in this process is determined by the degree and nature of pathological changes in it. In terms of visual deprivation, the child is

experiencing significant difficulties in self-knowledge of the properties of objects, and it has a negative impact primarily on the views. Violation of the relationship between the visual and other analyzers affects the entire sensory personality organization that, in turn, affects the processes of logical thinking and activity (A. Litvak).

As loss or considerable restriction of visual feelings influences process of knowledge of objective world, tactile and motive feelings which allow the child to reflect spatial properties of the world around get a special role in this case. With their help the total blind pupils can carry out those operations of self-control in the course of fine activity which are performed usually at the expense of visual feelings.

The complex development of all saved analyzers, their activation and the teaching of its proper use promotes proper display environment, successful development of psychological processes and various activities, the creation of an adequate "world view" and images of reality, affecting, in turn, on the course of action of self-control.

Perception in comparison with feelings, is qualitatively new step of sensory perception, the object allowing to display in consciousness of the child in general, in total its properties. It is possible to reach adequacy of images of perception only with the participation of self-control (S. Rubenstein). Perception as a system of self-control contains feedback mechanisms, allows to adapt to features of an object. Self-control joins in process of formation of an adequate perceptual image.

Every act of perception is completed with an identification (J. Brunner, H. Spencer). At the same time adoption of the correct decision on classification of an object requires the comparison operation which in case of numerous commission acts as self-control (G. Nikiforov).

The research of the focusing reflexes at blind persons allowed to come to a conclusion that shutdown of a stream of a visual afferentation leads to depression of exaltation of the central nervous system [5]. And safety of various components of approximate reflexes at alarm borings is bound to compensatory opportunities of higher nervous activity. As the perception is a result of analytico-synthetic activity of a cerebral cortex, vision disorders are caused its certain originality (A. Litvak), at the same time actions of the analysis are noticeably broken. The visual deprivation negatively affects completeness, integrity and accuracy of ideas of the world around, however doesn't exclude the possibility of adequate reflection surrounding by blind pupils.

The formation of full-fledged touch criterions and their correction (if necessary) at blind junior pupils is a necessary condition of course of actions of control as they participate in comparison operation.

Besides, special attention needs to be paid on the fact of a basic possibility of independent control of activity due to tactile perception if visual control it is impossible. It is promoted by ability of tactile perception to adequate reflection of properties of various objects. So, the touch compensates the broken visual informative and control functions (A. Litvak).

Muscular perception also plays a significant role in self-control of graphic activity as allows to control the graphic movements directly in the course of their implementation.

Children with the low vision has the self-control of fine activity, wich can have also the visual character. It depends on visual acuity and what visual information the pupil is capable to obtain, from the ability to use the visual analyzer and to include it in polytouch

perceptions, and also from degree of complexity and properties of a subject to display, character of a task.

Violations and restrictions of feelings and perception directly influences the quality of representations of blind children. This influence carries both quantitative, and qualitative character. Blind junior pupils has not simply smaller number of representations, but they have specific originalities: fragmentariness, sketchiness, low level of generalization and verbalism (A. Litvak).

Respectively, the smaller quantity and specificity of touch images and representations at blind pupils influences the nature of course of actions of self-control including the fine activity. It is connected with the fact that comparison operations in this case have the narrowed touch basis. Violations and difficulties of formation of touch criterion, images and representations affect self-control actions. As blind children rely on imperfect representations, they experience considerable difficulties and complications in the course of implementation comparison of the received result to a criterion.

Memory is a necessary condition of any purposeful activity. Mechanisms of self-control provide the correctness of implementation of mnemonic processes. So, for example, during active mention of earlier received material occurs comparison of search results to the initial conditions allowing the personality both to stop further searches, or in case of inadequacy found information again, to continue search to the correct decision [6]. Self-control plays a role not only in ensuring correctness of a remembering, but also memorizing.

At the same time, normal functioning of memory creates opportunities for inclusion of self-control in course of other mental processes. The life experience of the personality is fixed in memory, in case of need actualized and as reference components is used by self-control mechanisms. In particular, in the course of motive activity (including fine) there is a comparison of information arriving from receptors, information which is used as a criterion and happens from past experience, i. e. is arrives from memory.

Also it is necessary to mention that memory stores data on how self-control otherwise can be realized.

According to psychology of blind and visually impaired data memory of blind persons has certain features. In particular, restrictions of visual functions are broken by a ratio of nervous processes of excitement braking, negatively influences memorize speed (A. Litvak). Blind junior pupils have decrease (in comparison with children with normal vision) of productivity of memorizing and insufficient understanding of material, that it is caused by rapid fatigability, violations of perception and features of thinking (M. Zemtsova, A. Zotov, V. Lonina). However researches demonstrate that correctly organized training of blind pupils with obligatory development in children of activity and independence considerably increases performance of memory processes.

Thus, originalities of memory of blind junior pupils influence the forming of their self-control, that connected also with an originality of their representations and with features of course of the mnemonic processes. The development of memory and correction of memorized information increases the level of self-control of fine activities at blind children.

Processes of attention and self-control have much in common (P. Galperin, Zh. Lametri, A. Linda, A. Luriya, etc.). Researches of A. Bergson, Zh. Demeny, A. Zaporozhets, S. Kravkova, B. Sidis demonstrate the controlling role of attention in processes of perception, execution of motive activity. During the studying of

neurophysiological mechanisms of attention, A. Luriya [7] has drawn a conclusion that the highest and most irregular shape of any attention is the highest form of self-control of the person as creates an opportunity independently to control own behavior and activity. Let's remember P. Galperin's statement is also widely known that the attention is ideal the reduced and automated form of control [2]. The confirmation of existence of attention and self-control common features is also the fact that processes of functioning of both psychological processes can be investigated by means of very close techniques, in particular, for example, a proof method (S. Rubenstein).

Reduction of quantity of irritants which are perceived by sense organs, has negatively affects for blind children development of attention as the quantity of objects which attract interest is decreased (A. Litvak, V. Ermakov, G. Yakunin). However we will note that the modern psychology of blind and visually impaired notes a basic possibility of achievement of the high level of development of attention at blind persons, on condition of their inclusion in independent vigorous activity.

Properties of attention as mental process, are formed and develop at blind pupils on it is general psychological regularities, and however have specific originalities. Violation of perception causes difficulties in the volume, stability and speed of attention switching (A. Litvak).

One of the considerable directions of modern psychological science in a research of thinking processes is the view them as self-regulating processes (L. Gurova, B. Zeygarnik, Yu. Kulyutkin, A. Matyushkin, A. Kholmogorova, etc.). Operation of comparison of the provided and really achieved results with the made hypotheses plays a key role in the mechanism of self-control of thinking. Besides, the comparison as action of self-control takes place at all stages of the solution of a problem of thinking, including promotion of a problem, formation of a hypothesis, its consecutive specification in the course of the task solution (Yu. Kulyutkin). The hypothesis in this case is an intermediate standard which correctness is defined after comparison with the real result. The discrepancy between the predicted and received result is that condition which is necessary for definition of further strategy of the decision.

Let's note also that self-control can play also a negative role as its redundancy complicates and slows down the movement of creative thoughts (G. Nikiforov). Though the creative process also has to have surely critical judgment.

According to many visual impairment specialist (M. Zemtsova, V. Ermakov, O. Litvak, I. Morgulis, etc.), the visual deprivation indirectly influences also process of intellectual development of the blind child, gives it a certain originality, however doesn't result in basic distinctions in his functioning. Considerable violations of visual functions, limiting perceptions, lead to difficulties in implementation of operations of the analysis and synthesis, allocation of the most characteristic properties and interrelations of knowledge objects (T. Golovin).

Transactions of the analysis and synthesis, as an independent transaction, are included at the same time and in other transactions of thinking. In particular, the comparison operation, which is based on the analysis-synthesis in blind children and has uniqueness caused primarily narrowing of sensory perception, which limits the subtle differentiation of objects. These difficulties are reflected in classification operations and systematization, abstraction and concretization (M. Zemtsova, N. Kostyuchek, A. Litvak).

Originalities of thinking of blind junior pupils are shown also in implementation of all types of self-control by them (advancing, operational, final) in the course of fine activities. At the same time most of all suffer advancing and final as their implementation demands from the child of the high level of development of analytic-synthetic activity, and also an abstraction and a specification. Transaction of comparison happens on the narrowed touch basis, noticeably complicates independent control. It is difficult for blind pupils to plan accomplishment of fine activities and to predict result of different actions. It, and also narrowness and incompleteness of representations, leads to the fact that without having a complete and adequate criterion to which there is a comparison of the realized actions, children can't fully perform step-by-step and final self-control.

Important link in implementation of actions of independent control is speech activity which is a basis of process of communication, managements of the person of the behavior in society. According to the concept of functional systems of P. Anokhin, speech embodiment of each word and phrase is preceded by formation of an acceptor of action which watches correctness of their pronunciation.

The speech for blind children, except the traditional functions, carries out one more function - compensatory. Language specifies, corrects and directs sensual reflection of reality (A. Litvak), i. e. it plays the controlling role in the course of knowledge and activity. Let's note that violation of visual functions postpones the print on process of children mastering of language and it means, giving a certain specificity (L. Vavin, B. Kovalenko, etc.).

Blind pupils' formalism and oligologia has a special negative value for formation of self-control. Brightly noticeable it becomes when children receive a task to describe performance of future activity or to tell about made mistakes. A significant fact is the combination of insolvency to describe the actions with attempt to show these actions by gestures [4].

It is also necessary to note that the speech plays a significant role in the course of self-control of fine activity of blind junior pupils and it is the fact that a significant amount of children pronounces demonstrates at least to or comments performance of this activity aloud. At the same time the most of such pupils are in the 1 and 2 classes, and but the amount of such pupils are less in the 3 and 4. The pronunciation of the actions performance course, encouragement or ascertaining of the made mistakes promotes and facilitates implementation of self-control actions for blind children.

Considering interrelation of self-control with psychomotor system, we will note that among a large number of the scientists investigating mechanisms of management of motive activity and actions (M. Berstein, D. Baldwin, K. Gurevich, A. Zaporozhets, B. Lomov, L. Rogovik, etc.), wide recognition was gained by the concept of mental regulation of activity based on the ring nature of management of the movements and actions (A. Konopkin, A. Leontyev, B. Lomov). At the same time self-control acts as one of psychological mechanisms which provide activity.

Effective coordination of movements is performed under control of the corresponding muscular, tactile and visual feelings (V. Bekhterev) and at the same time in combination with fixed comparison of the received results to the samples which are stored in memory (D. Baldwin). Thus, the result and efficiency of psychomotor activities depends on that, how full and were correctly created and then recollected the child idea of movement, it wants to perform. These representations perform the regulating function, purchasing of self-

control of criterion properties in the mechanism with which the child compares desirable or real results of the activities.

Let's note that one of means of understanding and self-control of own behavior in general the child are various samples, rules and conducts (A. Smirnova, D. Elkonin).

Considering inaccuracies and gaps in representations of the blind pupils called by a visual deprivation becomes obvious that as for implementation of transaction of comparison in their memory incorrect criterions often are reproduced, and self-control of their movements isn't optimum. It leads not only to violations in the accuracy of an identification and assessment of signals, but also to violations of correction of actions which happen. Finally operating by the wrong models of movements in case of accomplishment of psychomotor activities can give to low-quality results or, in general, not goal achievement.

Conscious control over all stages of physical action can be successful only on condition of respect for a certain rate of movements as in case of the high speed of movements this control is partially lost, and instead of this benefit purchase automatic components [3]. Reliability of this thought confirms also our research, namely comparisons of quality of the received image in case of the slowed-down and accelerated drawing by pupils, quantity of the made mistakes in both cases [4].

Delay and restrictions of receipt of signals of feedback with the self-control mechanism is displayed negative role for character performance of movements and implementation of actions of self-checking. Considerable violations of visual functions at blind children leads to restriction or even a complete elimination visual tactile feedback, in turn leads to violations in implementation of movements which appear in decrease of the activity and increase in time of their performance, emergence of repeated movements, slow and limited adaptation to new conditions. The negative role in this process is played also by the fact that implementation tactile comparison demands certain time, also slows down touch feedback. Difficulties in the organization of movements are followed by characteristic mistakes, namely: the admission of the necessary movements, emergence of additional actions, violation of the sequence of movements, it is observed in the course of performance by blind pupils of graphic tasks. The impossibility of use of visual information in the course of fine activity leads to the fact that self-control of physical actions is carried out discretely, but isn't continuous.

Let's note also that during the final stage of mastering any kind of psychomotor activity self-control joins in structure of movement skill and merges with his contents, at the same time realization of self-control happens unconsciously (G. Nikiforov). In case of violations in formation of any components of self-control there is a negative impact on correctness and adequacy of performance of movement skill in general.

Dividing a view of a will phenomenon as into the conscious regulation of own behavior directed to overcoming internal and external obstacles in a way to achievement of goals (N. Akh, L. Vygotsky, Yu. Kul, V. Selivanov, D. Uznadze and others), at the same time we recognize that interrelation of freedom and self-control it is obvious as self-control is included in process of course of strong-willed effort. In the course of education the will and self-control can be relatively each other object of influence as formation of strong-willed skills happens under consciousness control, but also education of requirement and abilities of independent control needs support of strong-willed efforts (G. Nikiforov, V. Selivanov).

The leading type of activities at blind junior pupils are educational activities what important points in self-control forming are connected with. In the first class the self-control is performed mainly on a sample, but with growth of requirements to educational activities, its forms becomes complicated and become more and more independent of an external support. The efficiency of such development is exerted by nature of motivation. Pupils begin to control more surely and independently the actions if the teacher managed to create the correct understanding of self-control for them as necessary condition of educational activities.

Let's note also that a difficult social situation of development of blind children, features of education (especially hyperprotection) lead to violations in self-control installation, causes emergence of need for special correctional impact.

Thus, among psychological determiners of self-control of blind junior pupils it is possible to call functioning of feedback mechanisms, formation of criterions at various psychological levels, age features, motivation, a reflection and specific features of children.

Let's emphasize that the special role for formation and development of self-control in blind junior pupils is played by adults (including teachers and tutors) who are a source of requirements and models of activity for children. The visual impairment specialist provides acquaintance of blind pupils to criterions by means of which they seize forms and types of self-control. In the course of training and education these criterions are internalised and become a component of psychological self-control of activity, promotes development in blind children of self-control of own actions and behavior. The teacher has not just to show criterions to pupils, but also disclose their content, teach to use them correctly, to explain their value for self-control in each kind of activity, and also to induce to its implementation.

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