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Post-non-classical concept of chronotope of communicative activity of preschool children with delay of psychical development

Abstract. It is found out, that in context of psychological researches the category of “chronotope” in combination with category “communicative activity” allows to describe the spatial, temporal, value and semantic systems of co-operation and communication of personality with the surrounding world. Possibility of research of the socio-psychological phenomenon of chronotope of communicative activity in post-non-classical discourse of special psychology is outlined. It is vested in theory, that chronotope of communicative activity is the complex socio-psychological phenomenon that is constructed by personality as a result of his/her real and virtual co-operation and communication in measuring of everyday and extraordinary reality with Other, that is opened out in time, value and semantic continuum of existence.

Keywords: chronotope, communicative activity, preschool children, delay of psychical development, ordinary and unordinary reality of consciousness.

Introduction. In Ukraine and within the post-soviet space the delay of psychical development is determined as a variant of psychical disontogenesis, to which the different etiological, pathogenic, clinical attributes and features of dynamics of the conditions of easy cognitive insufficiency are included, which take an intermediate place between an intellectual norm and mental backwardness and have a tendency to the positive dynamics during the well-organized rehabilitation work. The originality of terminology and description of this violation of development by researchers in different countries is predefined by the specific approaches to investigation of these children. For example, the term “*minimum cerebral dysfunction*”, officially accepted in 1962 at international conference of child’s neurologists in Oxford, is used in English-American literature. Within the publication we shall use a typical for Ukraine term “*children with delay of psychical development*”.

Research of facilities of structural organization of communicative activity of personality with others, its becoming, development and successful functioning in a social environment with the usage of direct and mediated social contacts and further actions is a problem number one in the special psychology. To our opinion, communicative activity is the social-psychological phenomenon that is why it is appropriately to consider it through a prism of categories “*chronotope*” (*space of time*).

Having powerful heuristic potential, the concept “*chronotope*” contains components which allow to expose the specific of communicative activity in the field of everyday reality of consciousness, id est *chronotope of virtual reality*, and also give an opportunity to look newly at

the process of becoming the personality of preschool child with delay of psychical development with his/her values and semantic reference-points in the real vital space and time.

The special intensifying of this problem arises in relation to the children of preschool age with delay of psychical development, which as a result of insufficiency of formed cognitive and emotionally-volitional functions are characterized by some difficulties in communicative activity. So, in modern sociocultural space the special importance goes to the scientific grounding the psychology of chronotope of communicative activity as a new direction of investigations in sphere of the special psychology, in particular, in the context of our research, for preschool children with delay of psychical development. For that reason grounding the conception of chronotope of communicative activity and determination of actual theoretical and functional aspects of research of this problem for preschool children with delay of psychical development is the purpose of our article. Correspondingly, the aim of our article will be reached in the process of decision of such tasks: firstly, grounding theoretical bases of psychology of chronotope of communicative activity for preschool children with delay of psychical development; secondly, outlining the pragmatic aspects of their realization.

Discussion. In accordance with basic scientific theories and conceptions which got spreading in literary criticism at the end of the 20th – at the beginning of the 21st centuries, chronotope is the fundamental concept of life investigation. The concept “chronotope” performs the synthesizing duty, in fact it helps to expose the public ideals of certain historical epoch, the worldview of a human, his aesthetic expressions, assists the deeper understanding of the internal world of people. In the context of psychological researches the category “chronotope” allows to pass the system of public relations and co-operations of personality with the surrounding world.

The beginning of theory of multiplicity assisted forming of *heterology*, a science, which studies a difference, heterogeneity of the phenomena of reality. By the heterological theory, realization of chronotope takes place between individual and common, fragmentary and continuous, equality and difference. For this reason in context of our research the category of chronotope of communicative activity for children of preschool age with delay of psychical development has nonlinear character.

Thus, the real phenomenon of communicative activity is characterized by unity of direct and mediated co-operation, integrity of imaginations, past experience and prognosis. It accomplishes by a child in three temporal forms: the past, present and future. So personality is an integrator, organizer and co-ordinator of different temporal functions.

A main instrument is the structural-functional model of the phenomenon of chronotope of communicative activity that has been worked out by us for preschool children with delay of psychical development, which can be used in the process of diagnostic and correction-developing activity by practical psychologist (I. Omelchenko, 2013) [1].

In basis of development of conception of psychology of chronotope of communicative activity we combined methodological and theoretical positions which were already constructed in science and have defined the certain sequence of movement in the process of decision of theoretical and functional tasks of research.

Dichotomy of world philosophical worldview materialistic and idealistic positions which are the basis of comprehension of leading concepts of research has been selected as the most universal and generalized approach to the problem of psychology of communicative activity for preschool children with delay of psychical development: chronotope of communicative activity as new direction of investigation, the selection of which testifies to objective development of theory and practices of the special psychology. Thus chronotope is a key determining factor for

development of psychological facilities of structural organization of communication and co-operation of personality with others and its becoming, development and successful functioning in social environment with usage of direct and mediated social contacts and subsequent actions (I. Omelchenko, 2013; 2014) [1; 2].

The leading concept of the research – chronotope of communicative activity of the children of preschool age with delay of psychical development – we consider as subject-to-subject and subject-to-object co-operation and communication which is achieved by a preschool child with delay of psychical development and with typical psychical and physical development in time and space and is the multidimensional system of connections of a child with the world. Communication and co-operation of preschool child is completed in different spaces (with adults, fellows, with a favourite toy and imagined partner, with animation personages etc.). Thus, in the process of communicative activity, from one side, personality is being formed and showing itself up, and from other side – it predetermines motion of different forms of subjective reflection and uses their results. Chronotope of communicative activity of preschool children with delay of psychical development is realized on different levels of consciousness functioning: *everyday* (communication and co-operating with adults and mates) and *extraordinary* (communication and co-operating with a favourite toy, imaginary partner, with animation personages), which obtain emergency properties, integrating and enriching each other, determining new contexts and at the same time changing the real communication and co-operation of a preschool child with Others: experience of the real co-operations influences on the perception of images, and vice versa, in the real Other some descriptions of symbolic Other are attributed (I. Omelchenko, 2014) [2].

Value and semantic measuring is the system component of chronotope of communicative activity. Time in chronotope is the fourth dimension of space, and values and senses – are the fifth or the first measuring of human's life (V. Zinchenko, 2011) [3].

Integrity, conceptualness, purposefulness, structuralness, hierarchicalness, dynamic, synergy, emergency, firmness and viability are the main signs of diagnostics and forming chronotope of communicative activity of preschool children with delay of psychical development. The entirety of the enumerated marks allows to consider diagnostics and forming chronotope of communicative activity as a great number of components, intercommunications between which have a *vertical (hierarchical)* structure which is assembled by the components of communicative activity on the different levels of consciousness functioning (developed by Ye. Subotsky, 2007) [4]: *everyday* (co-operating and communication with adults and mates) and *extraordinary* (co-operating and communication with a favourite toy and imagined partner, with animation personages etc.), time, value and semantic, and *horizontal* which contains purpose, object, subject, contents, technology, result, that are inherent to each of components of chronotope of communicative activity.

Scientific methodology of analysis of the systems; general methodological principles of psychological research (system, integrity, determinism, development, sociocultural conditionality); concrete scientific approaches (cultural and historical, social-psychological, ecological and environmental, subjective, corporal-oriented) concerning the investigated phenomenon; scientific positions about space of communicative activity, classification of types of communication; ideas about interdependence of cognition and communication; conceptions of chronotope in philosophy, literary criticism, psychology, psychophysiology, scientific ideas about chronotope and value and semantic structure of consciousness; theory of everyday and extraordinary reality of consciousness; scientific grounding, constructing, description of

structural components and exposure of their functional relationships – are the theoretical and methodological principles of diagnostics and forming of chronotope of communicative activity of preschool children with delay of psychical development.

Results. *The theoretical aspects of realization* of chronotope of communicative activity research consist of:

— a new direction of research in the special psychology – chronotope of communicative activity of preschool children with delay of psychical development is constructed which exposes a role and importance of chronotope for development of psychological facilities of structural organization of communication and co-operation of personality with Others, its becoming, development and successful functioning in social environment;

— a possibility to investigate communicative activity which is realized in preschool childhood in chronotope by representation of communication and co-operating with others on different levels of consciousness functioning: *everyday* and *extraordinary* – is vested;

— on the basis of synthesis of the system approach, corporal psychology, cultural and historical, social-psychological, ecological, environmental and subject approaches a new factological and poly-paradigm conception is worked out, in what chronotope of communicative activity is the complex social-psychological phenomenon which is constructed by personality as a result of its real and virtual co-operation and communication in measuring of everyday and extraordinary reality with Others (adults and fellows) in society, Others in culture (adults and mates, animation personages) and personalised Others (favourite toy, imaginary partner), that is acting in time, value, and semantic continuum of life;

— the theoretical conceptual model of research of chronotope of communicative activity of preschool children with delay of psychical development is constructed, in which the coordinates of space of communication and co-operation in the field of functioning everyday and extraordinary consciousness are defined, the role of the temporal measuring in realization of communication and co-operation is outlined, the system role of value and semantic component of communicative activity is convinced;

— parameters and indexes of forming components of chronotope of communicative activity in preschool age are offered and vested: *a spatial parameter of communication and co-operating* with adults, mates, with a favourite toy, imaginary partner, animation personages on different levels of consciousness functioning; *a temporal parameter of realization of communication and co-operation* in the past, present and future; *a value-semantic parameter of communication and co-operation*;

— the psychological and pedagogical conditions of forming chronotope of communicative activity in the sphere of the typology of violations in situation of delay of psychical development are vested in theory.

The practical aspects of realization consist in development and introduction of the system of diagnostics and forming chronotope of communicative activity of preschool children with delay of psychical development, namely: 1) contents, methods, methodical tool and informative providing *psycho-diagnostic work of practical psychologist in study of communicative activity* (space of co-operating with adults, fellows, with animation personages, favourite toy and imaginary partner, temporal descriptions of communication and co-operation, value-semantic component) as the social-psychological phenomenon which combines nomothetic and ideographical approaches; 2) contents, forms, methods, methodical tool and informative providing *correction-development work of an educator, teacher-defectologist* (space of co-operating with adults and mates) in forming communicative activity, *practical psychologist*

(space of co-operating with adults, fellows, with animation personages, favourite toy and imagined partner, temporal descriptions of communication and co-operation, value-semantic component); 3) contents, forms, methods, methodical tool and informative providing *the psychological advising, psychological enlightening* parents and establishment's personnel, 4) contents (curricula, executable textbooks, manuals and other educational methodical providing) of students' professional training and practical psychologists, educators, teacher-defectologists in-job training in forming communicative activity of preschool children with delay of psychical development on directions of preparation (by specialities) in spheres "Correctional education" and "Psychology".

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