

В связи с этим важным становится вопрос накопления и систематизации материала по теме исследования. Согласно нашей точке зрения, его классификация возможна по следующим рубрикам: темы программы; объекты труда; предметы труда; времена года; календарь знаменательных дат и праздников.

Заключение. Следует отметить, что учитель вправе индивидуально избрать способ накопления материала. Главное — создать базу для использования литературно-художественных произведений на уроках трудового обучения. Кроме того, как показывают наблюдения, эффективность и успешность применения художественного слова требует соблюдения определённых условий: осуществлять подбор и классификацию материала в соответствии с целями учебной программы; определять роль и место художественного слова на каждом конкретном уроке; применять материал регулярно, а не от случая к случаю; учитывать эмоционально-образную силу литературных произведений, каждое из которых несет в себе нравоучение, «скрытое» в художественных образах; стимулировать самостоятельные умозаключения, выводы учащихся; направлять помыслы учащихся на следование хорошим примерам, деликатно определять меру назидательности; учить младших школьников вслушиваться в певучесть, образность народного языка, обращать внимание на красоту и самобытность слов, прививать любовь и чуткость к слову, к его тончайшим оттенкам; пропагандировать детскую книгу, воспитывать культуру читателя, умеющего извлечь из книги нужную информацию.

Использование результатов нашего исследования в образовательном процессе по подготовке учителей начальных классов будет способствовать формированию психолого-педагогической культуры и профессиональной компетентности будущих педагогов.

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PECULIARITIES OF EMOTIONS EXPRESIVENESS OF EARLY AGE CHILDREN WHO ARE IN PERMANENT CARE

Introduction. It is a specific type of emotional development of early age children who are placed into the permanent care since the very early period of their life. One of reasons is the syndrome of reactive attachment disorders, which become evident in the behavioral characteristics of infants. Early age hyperactivity, displaced relationships with adults and environment, exceptional attachment to one person or vice versa undefined indifferent relations with caregiver appears. The short birth weight, weak system of immunity, inborn pathology of central nervous system, a later reduction of postural reflexes might be partly assessed as the influence of early emotional abuse, experienced in the prenatal period. Somatic weakness is characteristic of deprived early age children [1]. Psychological refusal and neglect in prenatal period, not breast-feeding, lack of maternal love and care, does not satisfy children's need to feel safe and form non-avoidant attachment.

The development and education of infants who are in permanent care since the first days of their life is hard to solve [2]. Finally, society faces the behavior problems of former infant home wards when they become adults. Due to the objective conditions in care institutions processes of education, professional knowledge, experience and competences have some specific features. It is hard to create conditions, which might be close to the conditions, which are in the family.

Because of the reasons mentioned earlier, the infants who are brought up in care institutions might be named as exceptional children due to their psychically deprivation. There are a lot of people who have infants have to contact nurses, specialists (pediatricians, physiotherapists, speech therapists, others), volunteers, so, the quality and quantity of contacts differ, but the emotional development is displaced because a child has no opportunity to attach to one person, his need for safety is not satisfied.

Infant's development periods in institution delay. These are facts to which teachers must pay attention assessing emotional development of infants. Up to 3 it is better to define emotional phenomenon more thoroughly [3]. Later, emotions might be assessed as the background in the content of forming the behavior models and individual functioning in the person's environment. Disorders of early emotional reactions in full value environment could be assessed as a risk factor in a child's development [4].

We wanted to learn how education could influence the changes of emotional reactions and which reactions might be influenced, and if the education processes are suitable for these changes. If special education processes could change some emotional reactions, so we are going to optimize the emotional and psychosocial development of these children as well as prevention of future emotional and behavioral disorders.

Object of research — possible changes of an infant's emotional reactions, using some specific pedagogical input. Aim of research — is to check the effectiveness of education in the processes of changes of emotional reactions in the Infant home. Method of research: 1) pedagogical experiment; 2) methods of Descriptive Statistics: methods of parametric and nonparametric package of SPSS program.

Methodological issues of pedagogical experiment. The goal of the pedagogical experiment was to analyze the development of emotional reactions according to gender, age, dynamics and the structure of emotional reactions. Reliability of experiment data was defined after evaluation: 1) internal reliability (historical, factor of growing old, statistical regression, instrument of evaluation, principles of groups formation, factor of pine) and 2) external validity (clarified independent variable, groups of research are common to the population that they represents, we avoided affect of Hawthorn and senility to the conditions of experiment [5].

The content of the experiment was based on the method of observation and imitation and children could gather either to observe or to imitate. The pedagogical experiment covered 17 infants from 1 to 2 years old and lasted for 15-20 minutes. 2 infants took part in one session. The pedagogical experimental program consisted from 9 topics and lasted 9 months. Conventionally topics of experimental program were divided into 3 blocks: a) self-cognition, b) cognition of various phenomenon's; c) cognition of objects and environment.

Analysis of the research data. During the pedagogical research we observed processes in which the infants' emotional reactions from the psychical activity regulation transformed into psychical activity-evaluation phenomenon. It's an important moment in a child's life because it indicates not only psychosocial progress, but the positive dynamics of cognitive development as well. The analysis of the results of the infants' emotional state (Table 1) shows, that significant changes in this sphere appear after the pedagogical experiment and it indicates a direct input of education in developing the emotional reactions.

The fact that some emotional reactions appeared during the pedagogical input indicates probable changes in the educational conditions of residential care. The hyperactive behavior and lack of attention in our experimental research were fixed separately. The phenomenon of hyperactivity is hard to connect to all the symptoms in the same realm. The observation data of the emotional status of infants and its analysis revealed that the emotional reactions and emotional state of the infants who are brought up in the infant home are not as diverse as it is defined in the Izard (2000) classification. Spitz (2001), Brown (1998) describes emotional development of infants who are out of family as poor, monotonous children, with displaced relationships with adults.

The emotions of *wonder*, *aversion*, *pain/suffer* are not so often expressed by the children of the infant home. But we can't say that they are not observable. At the moment they arise nurses try to eliminate them as soon as they can. Infants have no possibilities to observe these emotional reactions of the adults either. This situation reveals one of the specific features of interactions and contacts between infants and pedagogues who take place in care institution. Infants can't imitate, understand causes of emotional reactions, and place in their plays. Infant home wards have no possibility to learn what it means distinct, intensive positive or negative emotional reactions of adults in comparison with children who are brought up in families look like.

T a b l e 1 — Definitions of emotions and emotional states

Identified emotions	Emotional phenomenon fixed in observation process	Emotional phenomenon fixed in Pedagogical experiment
Interest	Desire of contacts with adults and other infants	Curiosity, impatience, concentration.
Joy	Joy, exult, vocalizes, softness, snuggle up to adult	Spontaneous, joy
Anxiety	Stereotypic movements	—
Sadness	Sluggish, inexorable cry	Apathy
Anger	Irritability, aggression against others, auto aggression	Irritability
Identified emotional states	—	—
Homeostatic emotional state	Emotional state without strong expressed signs of emotion	—
Hyperactivity	—	Increased liveliness, anxiety of emotionally disturbed children

Emotion of *anger* is not defined in the Izard's (2000) classification. (or emotion of anger in early age might be considered as emotion of hatred). In our research we revealed, that emotion of anger was demonstrated quite often among the ward of infant home. It depends on objective conditions that are in care institutions: Constant non- satisfaction of child's basic psychical needs, lack of sense of security and displaced attachment, continual being among children and noise, daily change of nurses, provocateur irritability, anger and tiredness. We defined that *homeostatic state* is common to the infants, as well. It isn't emotion, but it was fixed and it reflects lack of motivation, active interest to the environment, stereotypic contacts with adults.

Emotional reactions that were fixed in the observation were filled up with emotion of interest, that reflects predisposition of cognitive development and in pedagogical experiment it was welcome. Emotion of *fear* was fixed in the behavior of infants, also. But fear was not fixed as common, because a sense of fear never lasts longer than 30 minutes: the nurse tried to calm a child immediately when she noticed the infant's fear expression. That's why the emotional reactions of fear are not analyzed in our research.

The changes of emotional reactions according to the daytime in the test and control groups were analyzed. The educational process took place in statistically significant changes in all the emotional reactions that were observed (table 2). The most significant changes of emotional reactions were fixed in the day and in the evening. We do premise that the emotion of joy decreased and the emotion of interest increased because of the differentiation of emotions: due to the pedagogical input emotion of joy transfers to the emotion of interest, that increased significantly. So, cognitive processes were developed that's why we can talk about right organized pedagogical input.

T a b l e 2 — Changes of emotional reactions during the daytime

Observed emotions	Time of the day	Experimental group		Control group		Experimental group		Control group		Difference of experimental group before and after experiment	Difference of control group before and after experiment
		Before experiment				After experiment					
		Σ	X	Σ	X	Σ	X	Σ	X		
Joy	Morning	387**	7,74	182	6,81	304	5,54	182	5,61	—	0,02
	Day	291*	10,79	180	7,64	171	7,13	180	3,44	0,01	0,01
	Evening	394**	6,69	233	8,43	295	6,48	233	6,68	0,02	—
Interest	Morning	262*	6,03	237	10,26	401**	4,65	134	5,12	0,00	0,02
	Day	116	4,21	110	4,24	179**	3,10	125	3,48	0,01	—
	Evening	247	6,13	193	7,71	491**	3,67	242	6,38	0,00	0,05
Sadness	Morning	209	6,16	245	9,65	184	5,54	365**	10,65	—	0,00
	Day	164	5,60	205	10,09	63	2,22	300**	8,27	0,00	0,01
	Evening	147	4,41	300**	12,24	113	3,72	311*	12,82	—	—
Anger	Morning	9	1,17	7	0,79	10	0,79	17	1,83	—	—
	Day	3	0,39	5	0,77	1	0,24	11	1,41	—	—
	Evening	4	0,75	5	0,77	12	1,31	36	2,57	—	0,00
Anxiety	Morning	45*	2,08	22	1,79	6	0,78	10	1,69	0,00	—
	Day	1	0,24	2	0,48	53**	2,20	16	0,96	0,00	0,00
	Evening	0	0,00	3	0,39	125**	3,95	22	1,49	0,00	0,00
Homeostatic state	Morning	184	4,12	231	5,46	227*	3,96	188	5,50	—	—
	Day	170	4,10	190	4,14	165	6,38	133	3,22	—	0,01
	Evening	164	5,86	339**	5,60	223	2,86	303	7,23	0,04	—

Note: * — level of significance $p < 0,05$; ** — level of significance $p = 0,00$.

The motions of sadness and anxiety became more noticeable. The children, who had experienced positive emotions during the experimental sessions, became upset in the evening, they were separated from the people, with whom they play and demonstrated the attempts to show their attachment. The emotion of anxiety was expressed especially. It proves that the infant home wards lack in human, sensitive contacts a lot and that institutional conditions can't satisfy this basic needs if early age children.

The results of the research reveal some differences of emotional reactions according to gender. The boys were more joyful than the girls before the experimental research. After the pedagogical input, joy decreased in both the groups, but significantly this process was observed in the emotional reaction of joy among the girls. We say that, decreasing the joy emotion is a positive process, because according to the theoretical issue of emotional differentiation, the emotional reactions of joy transfer to the emotional reactions of interest. The emotions of interest after the research increased significantly among the girls and boys, and it can be assessed as a possibility to develop the cognitive processes through the differentiation of emotions. The changes in the emotion of anger among gender groups took place in the analysis of the research data, as well. The boys demonstrated more emotional reactions of anger after the experiment and this increase could be defined as non-satisfactions of increased emotions of interest. Anger increased significantly in both — the girls and boys after the research. The increase of emotional reactions of anxiety among the gender groups reflects the insufficiency of emotionally close direct contacts with adults a, sense of safety, and the level of attachment.

The basic emotional hardly needs developing: they can be satisfied or not. Early age deprived girls are influenced more by environment and are more flexible in their emotional behavior. They are more "open" to new situations, and can react more quickly. Boys are more "closed" and passive. Their decisions and behavior is clumsier, they are more sensitive, irritable, it seems that they are not enough confident in themselves.

Generally we can say that negative emotions and intensity of expression, hyperactivity, non-adequate relationship with environment and adults are common features for all deprived children at any age of early childhood. Emotions of interest after the experimental research increased significantly among girls and boys, and it can be assessed as possibility to develop cognitive processes through differentiation of emotions.

The analysis of dynamics of emotions let us draw a conclusion, that educational activity induces the increase of emotional expression of deprived infants, with various levels of their psychical development. The results prove that even at early age the content of education must differ according to the psychical development of children.

Conclusions. 1. Children who are brought up in the Infant Home are not homogenous according to their emotional reactions. Emotional reactions of infants can be defined as sluggish, and resistible for pedagogical input. For children with emotional and behavioral disorders it is common that emotional reactions are non-motivated and unstable. 2. There are some particularities of emotional reactions according to the gender. Boys are more emotionally sensitive, they distinguish by the liability of their emotions. Girls are more to be emotional stable and more "open" to the environmental changes. 3. For the children with emotional and behavioral disorders the educational content is not so significant in comparison with high-level structured environment (space, time, subjects and forms of education sessions): it much more important close relationships with caregiver. The positive emotional background of pedagogical input serves to the development of cognitive emotions among children who are placed into care institutions.

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УЧЁТ ТИПОВ АКЦЕНТУАЦИИ ЛИЧНОСТИ КУРСАНТОВ ПРИ ЭФФЕКТИВНОЙ ОРГАНИЗАЦИИ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

Введение. Перемены, произошедшие в социально-экономической, политической и духовно-нравственной сферах жизни общества, предъявляют повышенные требования к психофизиологическим, интеллектуальным, волевым и моральным качествам человека, его ценностным ориентациям и идеалам. «Высокий уровень интеллектуального развития и креативности становится условием адаптации человека к жизни в современном обществе, социальным заказом которого является специалист, обладающий такими личностными качествами, как системность мышления, информационная и коммуникативная культура, самостоятельность, инициативность, творческая активность, ответственность за выполненную работу» [1, с. 7].

Основная часть. Принимая во внимание три группы факторов, позитивно влияющих на обучение и активизацию учебно-познавательной деятельности курсантов (организационные, психологические,