

UDK 376.1:159.923.2-053«465.07/.11»

BBK IO972-72+IO984.14-72

GSNTI 14.29.09

Code VAK 13.00.03

A. S. Pavlova

Moscow, Russia

RESEARCH OF PECULIARITIES OF SELF-CONSCIOUSNESS OF 7—8 YEAR OLD CHILDREN WITH DISABILITIES IN ARTISTIC ACTIVITIES AS A SOCIO-CULTURAL COMPONENT OF PERSONALITY

Abstract. The article presents a comparative analysis of specific of manifestations of self-consciousness in artistic activities as a sociocultural component of the personality of 7—8 year old children with disabilities (HIA) and their normally developing peers.

Key words: self-consciousness; socio-cultural components of identity; children with disabilities; art; artistic activity.

About the author: Pavlova Anna Sergeyevna, Research Associate, Degree Applicant.

Place of employment: Department of Psycho-pedagogical Foundations of Special Education, Institute of Special Education and Complex Rehabilitation, Moscow City Pedagogical University (Moscow).

Today, the problem of development of children with disabilities in the context of socio-cultural formation of personality needs special attention and meticulous study from the point of view of socialization and formation of subjectness of children of the given category.

The scientific school of L. S. Vygotskiy regards the process of personality development, on the one hand, as a process of acquisition of social experience, and, on the other,

as a process of acquiring more and more independence as a result of which each person creates their unique image [10, p. 155].

D. I. Fel'dshteyn notes that these two directions are inseparably connected with each other. And the process of individualization is impossible without formation of self-consciousness, development of self-concept, perfection of own personality characterized by the fact that the person is aware of his own self

and acts as the subject of activity [16]. Self-consciousness is one of the components determining the socio-cultural development of personality and the necessary condition of performance of any kind of conscious human activity.

Quite a number of studies have been devoted to consideration of self-consciousness both in Russian and foreign psychology (R. Berns, L. I. Bozhovich, N. M. Borozinets, I. S. Kon, O. G. Kulish, M. I. Lisina, O. A. Mitina, M. A. Mosina, V. S. Mukhina, A. Kh. Popova, S. L. Rubinshteyn, O. V. Selezneva, V. I. Slobodchikov, V. V. Stolin, etc.). The majority of authors believe that self-consciousness is primarily a process with the help of which man cognizes himself and works out the attitude to his own self. There is no unanimity in determining the structure of self-consciousness, and the grounds for identification of structural components vary greatly. In most cases, specialists (R. Berns, I. V. Vachkov, I. S. Kon, K. K. Platonov, V. V. Stolin, P. R. Chamata, I. I. Chesnokova, etc.) view the composition of self-consciousness as a unity of three components: cognitive, emotional and regulatory.

The development of self-consciousness of a person is connected with inclusion of self-consciousness in the culture of common activity both with peers and adults.

The child does not reach a

proper level of development of self-consciousness at the junior school age. In order to become a real subject of self-development (this may happen only at teenage age) it is necessary to purposively create the conditions for the development of the child's self-consciousness, and, namely, to start forming knowledge about one's own "self", attitude to one's "self" and control of one's "self" from the very moment of the child's inclusion in the systematic learning activity [1].

The problem of self-consciousness is dealt with not only in general and developmental psychology but also in special psychology. The corresponding researches are devoted not only to the issues of development of self-consciousness of children with disabilities on the whole but also to its certain parameters: **self-consciousness** (Yu. Z. Zamaletdinova, V. S. Probylova, A. V. Shevchenko), **self-attitude** (Al'shavea Nabila Ali Akhmed, N. Yu. Zelenina, A. A. Izvol'skaya, O. A. Talipova), **self-image** (I. A. Koneva), **self-conception** (V. V. Ipatova, T. I. Kuz'mina, E. V. Svistunova, I. A. Chistogradova). The problem of **self-evaluation** in children with various forms of dysontogenesis is one of the most thoroughly studied aspects of special psychology and pedagogy: *with disorders of psychological development* (N. L. Belopol'skaya, G. V. Gribanova, N. A.

Zhulidova, I. V. Korotenko, L. V. Kuznetsova, A. I. Lipkina, E. A. Medvedeva, E. I. Savon'ko, V. M. Sinel'nikov, E. S. Slepovich, S. I. Smirnova, I. V. Sychevich, R. D. Triger, etc.), *with intellectual disability* (A. D. Vinogradova, Ya. L. Kolominskiy, M. I. Kuz'mitskaya, O. S. Nazarevich, Zh. I. Namazbaeva, S. Ya. Rubinshteyn, Zh. I. Shif), *with hearing disorders* (V. G. Petrova, V. L. Belinskiy, M. M. Nudel'man, A. P. Gozova, T. N. Prilepskaya, I. V. Krivonos), *with speech disorders* (L. S. Volkova, O. N. Usanova, V. I. Seliverstov, O. A. Slin'ko), *with visual impairments* (D. Jarvis, T. V. Rozanova, T. Rupponen, T. Maevskiy, I. N. Nikulina), *with disorders of the musculoskeletal system* (M. V. Vagina, E. S. Kalizhnyuk, I. Yu. Levchenko, E. M. Mast'yukova) [3; 5; 7; 9; 10; 11; 12; 14; 16 etc.].

Being a unique and extremely special phenomenon, evolution of the personality of a child with disorders of psychological development is possible only through realization of himself and through movement towards his own self – it is only in this case that the personality can function as the subject of socialization [10, p. 29].

According to E. A. Medvedeva, development of self-consciousness in artistic activity can be achieved via artistic means in the process of communication with

peers and adults in the educational environment. Achievements in the artistic activity and in the interaction with peers and adults may enable such a child to find the source of cognition of his own self, to accept his own self and to form a positive attitude to himself [11, p. 122].

But the opportunities of development of self-consciousness of children with disabilities by means of art under the conditions of additional education have not been dealt with as a separate area of research.

In this connection, **the aim** of our research is to reveal the peculiarities of self-consciousness as a socio-cultural component of the personality of 7-8 year old children with disabilities in artistic activity.

A total of 150 children aged 7-8 (100 of children with disabilities and 50 typically developing peers) were recruited for the experimental study. We designed a diagnostic block including two tasks (a talk “Tell me about yourself” by A.S. Pavlova and a modified variant of the experimental game “Round dance” by E. A. Pan'ko) based on analysis of psycho-pedagogical literature and review of research procedures.

Our study of the peculiarities of self-consciousness of the children of the experimental group was based on analysis of quantitative and qualitative indices.

The quantitative analysis

was carried out on a three-point scale within each parameter.

The Mann-Whitney *U* test that allows evaluating the significance of differences for certain parameters while comparing groups of typically developing children with children with disabilities was used for **statistical procession** of results.

The qualitative analysis of the peculiarities of self-consciousness was carried out according to the following **criteria**:

- *personality traits*;
- *attitude to oneself in activity* (abilities, habits, skills, knowledge, achievements);
- *socio-behavioral manifestations* (position in the social envi-

ronment; the attitude of other people – parents, pedagogues, peers; behavior).

We have worked out and used **level-sensitive qualitative parameters** in order to reveal the peculiarities of self-consciousness as a socio-cultural component of the personality in typical children and children with disabilities in artistic activity more detail.

The comparative data of diagnostic study targeted at revealing the peculiarities of self-consciousness as a socio-cultural component of the personality of junior schoolchildren with disabilities and their typically developing peers in artistic activity are shown in figure 1.

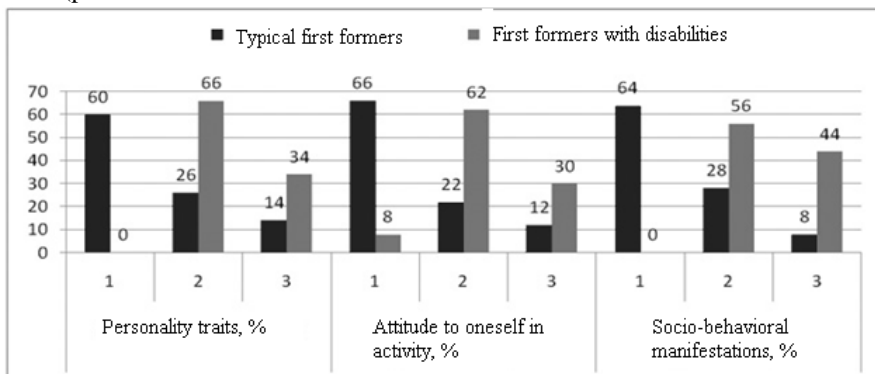


Figure 1. Comparative indices of self-consciousness as a socio-cultural component of the personality of 7-8 year old children with disabilities and their typically developing peers in artistic activity. *Note:* 1 – high level; 2 – medium level; 3 – low level.

Our analysis of experimental data allowed us to register differences with high level of statistical significance in the typically developing children and the children with disabilities in all criteria: *personality traits* ($p < 0.010$), *attitude to oneself in activity* ($p < 0.010$), and *socio-behavioral manifestations* ($p < 0.010$).

Quantitative and qualitative analyses of the peculiarities of self-consciousness as a socio-cultural component of the personality of 7-8 year old children with disabilities and their typically developing peers in artistic activity showed differences and possibility to differentiate them in three levels (high, medium and low).

The high level was manifested in the qualitative assessment of self-consciousness as a socio-cultural component of the personality of 7-8 year old children with disabilities and their typically developing peers in the following way: only 60% of typically developing children demonstrated salient ability to analyze their **personality traits** (*I am a good girl, I always share my toys with other children; I am not a very strong-willed boy, sometimes, I cannot fight back; I am honest, but not in all cases, I may lie to my parents*). 66% of typically developing children and 8% of children with disabilities could express a well-argued **attitude to themselves in**

learning and artistic **activity**, give an independent judgment about their abilities, habits, skills, knowledge and achievements (*I can dance well; I can't sing well, though I try to; I do not always solve problems correctly; sometimes I make mistakes*). **The socio-behavioral manifestations**, adequacy and differentiation of social belonging (*I am a pupil because I go to school; I am a daughter of my parents; I have a grandmother, and I am her granddaughter*), the independence of judgment about the attitude of adults and peers to the child (*The teacher often praises me for correct answers; the parents scold me if I forget to feed the cat*), and about the child's own behavior (*I often fight with my younger brother; I have many friends*) were observed in 64% of typically developing children.

The medium level was observed in 26% of typically developing children and 66% of children with disabilities in evaluation of their own **personality traits**. The children of this group had unclear images about themselves, and they needed the help of an adult to single them out. **The attitude to themselves in activity** while evaluating their own abilities, habits, skills, knowledge and achievements, was characterized by the use of unextended utterances. **The socio-behavioral manifestations** in 28%

of typically developing children and 56% of children with disabilities were characterized by sheer enumeration of their social roles (“son”, “pupil”, “sportsman”, etc.), and by very simple utterances about the attitude of adults and classmates to the child and about his own behavior.

*The low level of evaluation of one’s own **personality traits** was found in 14% of typically developing children and 34% of children with disabilities, and the own personality traits were not singled out; there was a certain conceptual limitation. 12% of typically developing children and 30% of children with disabilities demonstrated a superficial nature of judgment about their own abilities, habits, skills, knowledge and achievements **in activity. The socio-behavioral manifestations** in 8% of typically developing children and 44% of children with disabilities showed problems in naming their social status even with the help of an adult and inadequacy in evaluation of the child’s own behavior (*I often fight but still I’m a good boy*).*

Summing up the data about the peculiarities of self-consciousness as a socio-cultural component of the personality of 7-8 year old children with disabilities we can single out the following specific features of the children of the given category:

- predominance of the medium and low levels of self-consciousness;
- marked difficulties in evaluation of their own personality traits, abilities, skills, achievements and socio-behavioral manifestations without the help of an adult;
- inadequate and undifferentiated self-evaluation;
- fuzzy assessment of their own personality traits, character and behavior;
- superficial ideas about themselves.

Based on the data of our study of the peculiarities of self-consciousness of the personality of 7-8 year old children with disabilities in artistic activity, we can draw the following conclusions.

1. The diagnostic block made up and used by us to reveal the peculiarities of self-consciousness makes it possible to study its specificity in 7-8 year old children with disabilities.

2. The results of our experimental study demonstrate immaturity and malformation of self-consciousness as a socio-cultural component of the personality of 7-8 year old children with disabilities in artistic activity, heterogeneity and domination of the medium and low levels in all parameters under observation.

3. Comparative analysis of the experimental data allowed us to

obtain level-sensitive qualitative characteristics of development of self-consciousness as a socio-cultural component of the personality of 7-8 year old children with disabilities in artistic activity.

The revealed peculiarities of self-consciousness as a socio-cultural component of the personality of 7-8 year old children with disabilities in artistic activity determined the necessity to work out technologies and content of lessons aimed at their development by means of art under the conditions of general and additional education.

References

1. Arzhakaeva, T. A. *Psikhologicheskaya azbuka. Programma razvivayushchikh zanyatiy v 1 klasse* / T. A. Arzhakaeva, I. V. Vachkov, A. Kh. Popova. — M. : Genesis, 2012.
2. Berns, R. *Razvitie Ya-kontseptsii i vospitanie* : per. s angl. / R. Berns. — M. : Progress, 1986.
3. Boskis, R. M. *Glukhie i slaboslyshashchie deti* / R. M. Boskis. — M. : Sovetskiy sport, 2004.
4. Bozhovich, L. I. *Lichnost' i ee formirovanie v detskom vozraste* / L. I. Bozhovich. — SPb. : Piter, 2008.
5. Zhulidova, N. A. *Nekotorye osobennosti prognosticheskoy samootsenki i urovnya prityazaniy mladshikh shkol'nikov s zaderzhkoy psikhicheskogo razvitiya* / N. A. Zhulidova // *Defektologiya*. — 1981. — № 4.
6. Kon, I. S. *V poiskakh sebya: lichnost' i ee samosoznanie* / I. S. Kon. — M., 2003.
7. Koneva, I. N. *Osobennosti obraza Ya mladshikh podrostkov s zaderzhkoy psikhicheskogo razvitiya* / I. N. Koneva // *Psikhologicheskie osobennosti detey i podrostkov s problemami v razvitiy. Izuchenie i psikhokorreksiya*. — SPb. : Piter, 2007.
8. Lipkina, A. I. *Samootsenka shkol'nika* / A. I. Lipkina. — M. : Znanie, 1976.
9. Nikulina, I. N. *Razvitie samootsenki shkol'nikov s narusheniyami zreniya* / I. N. Nikulina : ucheb.-metod. posobie. — SPb. : KARO, 2008.
10. Medvedeva, E. A. *Osobennosti sotsiokul'turnogo stanovleniya lichnosti rebenka s problemami psikhicheskogo razvitiya sredstvami iskusstva v obrazovatel'nom prostranstve* : monogr. / Medvedeva E. A. — M. : MGGU im. M. A. Sholokhova, 2007.
11. Medvedeva, E. A. *Formirovanie lichnosti rebenka s problemami psikhicheskogo razvitiya sredstvami iskusstva v artpedagogicheskom i artterapevticheskom prostranstve* / Medvedeva E. A. — M. : Institut konsul'tirovaniya i sistemnykh resheniy, 2009.
12. Prilepskaya, T. N. *Osobennosti samootsenki i urovnya prityazaniy u glukhikh i slyshashchikh shkol'nikov* / T. N. Prilepskaya // *Defektologiya*. — 1989. — № 5.
13. Slobodchikov, V. I. *Psikhologicheskie problemy stanovleniya vnutrennego mira cheloveka* / V. I. Slobodchikov // *Voprosy psikhologii*. — 1986. — № 6.
14. *Spetsial'naya psikhologiya* : ucheb. posobie dlya stud. vyssh. ped. ucheb. zavedeniya / V. I. Lubovskiy, T. V. Rozanova, L. I. Solntseva i dr. / pod red. V. I. Lubovskogo. — M. : Akad-

emiya, 2006.

15. Stolin, V. V. Samosoznanie lichnosti / V. V. Stolin. — M. : Izd-vo Moskov. un-ta, 1983.

16. Fel'dshteyn, D. I. Psikhologiya

vzrosleniya: strukturno-soderzhatel'nye kharakteristiki protsessa razvitiya lichnosti / D. I. Fel'dshteyn. — 2-e izd. — M. : MPSI, 2004.