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**PRESCHOOLER ONTOGENESIS AS A GROUND FOR THE  
DEVELOPMENT OF ITS PERSONALITY**

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Preschool age - a period of intense physical, psychological and social development of the child's body. Since ontogenesis is a short phylogeny recurrence, the individual development of each child undergoes certain stages that are common to all. However, despite this, the body of each child has a number of individual characteristics, which are due to hereditary, internal program of development and environmental conditions, which predetermine the ontogenetic development of the child. Therefore, the study of this particular complex of innate addicts and their effective development in the process of activity will enable the child to form a person in the direction best suited to her.

In the Psychophysiological dictionary ontogeny - (Greek on, ontos - being, being, genesis - origin, development) - the process of individual development, is considered as a set of consistent morphological, physiological, psychophysiological and biochemical transformations of the organism throughout the life cycle from the moment of fertilization of the egg and the formation zygotes to death. In the process of ontogeny distinguish quantitative changes (increase in size and living weight of the body, life expectancy) and qualitative changes (the appearance of organs and systems, the emergence of new structures and functions) [3].

In the process of individual development, the child's body changes as a holistic system. Its structural and functional features are caused by the interaction of organs and systems at different levels of integration. Therefore, as criteria of age periodization, the following integral indicators were repeatedly used: growth and changes in the form of the organism, morphofunctional differentiation of physiological systems and peculiarities of the child's behavior.

Individual specificity of age-related transformations in physiological systems can also be determined by genetically determined peculiarities of the pace of development, which are already manifested in the early stages of ontogenesis.

The development of a child is a complex process and for each individual is characterized by a number of features that are determined by the differences in the genetic code. These circumstances determine such a wide polymorphism of individuals, but at the same time, with all the diversity of development, includes a number of general laws.

In the Psychophysiological Dictionary, distinguish the following criteria of periodization of development, which have the most informative indicators that characterize the specifics of individual stages of development. As a criterion for the existing periodization of a holistic organism reflecting qualitative transformations, an integrated indicator such as a metabolism was proposed, the changes of which are manifested in quantitative morphological characteristics: body weight (weight), body length (height), change in teeth, etc.

Particular role in the age-old periodization becomes the criteria that reflect the level of development and qualitative changes in adaptive mechanisms associated with the ripening of different parts of the brain, including the central regulatory structures that determine the activity of all physiological systems, the formation of mental processes and child behavior.

This approach brings together physiological and psychological positions in the problem of age periodization and creates a basis for the development of a single periodization of the child's development. L. S. Vygotsky, as criteria of age-periodization, considered mental neoplasms, characteristic of specific stages of development. Continuing this line, A. N. Leontiev and D. B. Elkonin, a special role in the age-old periodization provided a leading activity that determines the emergence of psychological neoplasms. It is important to keep in mind that the peculiarities of development, including mental neoplasms, are defined both by internal factors (morphofunctional) and by external conditions influencing the individual development of the child. This defines the relativity of the temporary delimitation of developmental periods [3].

Consequently, on the basis of the most typical for each age morphofunctional features, the age periodization of human ontogenesis is carried out. Along with the typical development characteristic of most representatives of this age and gender, quite often various deviations can easily be reduced to two main types:

1. Acceleration of development (acceleration of physical development and functional systems of the body of children and adolescents).
2. Retardation of development (delay of physical development and formation of functional systems of the organism in children and adolescents).

The age of each child is the zone of convergence of vectors - biological, mental, social.

The distribution of preschoolers according to the aggregate characteristics of their physical, psychological, psychological and social age provides the implementation of the principle of conformity of nature, corresponds to the laws of objective development, more than simplified, the schematic orientation is limited to the age,

which, unfortunately, prevails today in the distribution of children in groups of preschool educational institutions and first class schools.

The main indicators of child development in certain age groups.

Sixth years of life. After a period of harmonious growth in the early years of preschool childhood in six-year period there are qualitative changes in the construction of the body (the formation of the initial forms characteristic of the female constitution in this age). Radical changes occur in the central nervous system. The mass of the brain is increasing, which at the end of the sixth years reaches 90% of the adult brain mass. Its functions are developing. This is manifested in the fact that the strength and role of the inhibitory processes, in particular, conditional and differential inhibition, are significantly improved in comparison with the previous stages of child's development. The structure of analytic-synthetic activity itself is also improved. Thus, the formation of new nerve bonds occurs with the direct participation of the second signaling system, that is, in both signaling systems simultaneously. This expands the sphere of influence on the development of child verbal stimuli or signals. Thus, there is the possibility of using a wider range of teaching methods, with the active use of secondary signatures. So, there is the possibility of testing with the involvement of the second signaling system.

Children of this age are capable of selective and conscious memorization. Consequently, their memory acquires qualitatively new features. Among them, the most important thing is the arbitrariness of processes of memorization and reproduction. With this feature, organically linked and such as greater memory strength and its fairly wide scope, which significantly increases at the end of preschool age.

Significant changes occur in the development of thinking of a senior preschool child. It rises to a new degree of development. This means that the thinking of the child is separated from the perception and at the same time from the practical action and becomes a relatively independent process. Formation in the second half of preschool age forms of verbal thinking is extremely important [1].

In the period from 3 to 6-7 years, the biodynamics of movements of the upper and lower extremities in children is characterized by the presence of excessive oscillations and uneven velocity. In the period from 3 - 4 to 5 - 6 years, coordination of movements improves. It is important to note that starting from 4 years it turns out the possibility of purposeful formation of movements in the process of learning the child, the role of the word in the process of motor training increases. In order for the child to correctly master the mode of movement, not enough imitation or display, a special organization of the child's activity under the guidance of an adult is required. At the same time, the combination of verbal instruction and visual display gives the most effective result.

We can conclude that at the end of preschool childhood there are significant changes in morphological characteristics, and especially in the central nervous system, the basic functions of the brain become sufficiently developed, in fact the brain of a seven-year-old child reaches the level of development of an adult, which allows taking into account the individual-typological properties of the nervous system in the process.teaching.

Psychological differences between children are extremely diverse: interests, views, needs, instincts, admiration, predispositions, life orientations, relationships, motives, volitional qualities, feelings, emotions, etc. But for different types of activities - the significance of psychological characteristics is not the same. Individual features have the ability to change throughout life.

Properties of the nervous system are innate, natural and hereditary. Therefore, they are subject to correction with the application of very large efforts, but can be successfully adjusted, compensated by motivation, character traits and individual style of activity.

Of all the diversity of individual manifestations in the practice of preschool institutions, individual-psychological differences are taken into account: the type of the nervous system, the peculiarities of the cognitive relation to the surrounding person, and others like that. They are manifested in the behavior and activities of the child, namely: how it accepts and executes the order, responds to requests from peers,

relatives or strangers, how to establish contacts with other people, how they behave in joint activities with adults, with other children, how to respond to difficulties and how they overcome them, as failures, successes, and so on.

Necessity to consider the properties of the nervous system: strength, mobility, balance, balance, lability and dynamism. In our opinion, these five parameters make up the dynamic side of personality, and are manifestations of temperament. The properties of temperament are stable and permanent for a long period of time or all of human life. Unlike motives and mental states, the properties of temperament are manifested in a variety of activities, for all sorts of purposes (both in labor, in everyday life, and in the game, etc.). Properties of temperament in humans are not accidentally combined, but naturally linked and form a structure characterizing the type of temperament [1].

There are four basic classical types of temperaments (choleric, sanguine, phlegmatic, melancholic) and several characteristic properties.

Of course, it is impossible to distinguish the pure type of temperament, but there are common properties of the nervous system, which allow the conditional combination of children into typological groups.

More often, sanguine children have a strong, balanced, moving type of nervous system. Such children are energetic, active, cheerful. Quickly and easily switch from one activity to another. The educator should pay attention to the fact that here it is a question of the speed of reactions and the transition of nervous processes from excitation to inhibition, and not about the ability or general mental development of the child.

Sanguine has a vowel, fast, clear and emotionally expressive, balanced speech. The course of adaptation to new conditions of life in such children is usually painless. They actively respond to the communicative appeals of others, happy to establish new contacts.

These children have a fast active reaction to novelty. They are hard-working, tempered. The sanguines quickly develop the ability to learn, easily develop a variety of new skills and skills, and also quickly recycle already acquired. They easily carry

short loads and refine their ability to work. As a rule, sanguines tend to master arbitrary regulation of their own behavior. But for the active working status of the body of such children, the stimulatory factors of novelty are required. Monogamy, loose situations significantly reduce the potential for attention, increase the tendency to distract from external stimuli, which, in turn, affects the general working capacity of the child.

Children - phlegmatic have a strong balanced, inert type of the nervous system. These children are calm, not inclined to rush, sluggish. They need some time to respond properly to one effect or another. They can not quickly engage in new activities and difficulty switching from one activity to another.

The speech of phlegmatic children is slow, calm, even, sometimes with pauses, without bright emotions, facial expressions, gestures. Adaptation to new living conditions is slow, often with difficulty. Even the change of the usual external conditions of life can affect the state of phlegmatic children. A characteristic feature for them is a delayed reaction to novelty. The need to engage in any activity at once causes confusion, and often a fright. The skills and habits of these children are slow, but lasting and durable. Recycling habits are extremely difficult. In work, tireless, hardy, concentrated, do not reduce the ability to work with permissible overloads.

Ability to arbitrary regulation of behavior in these children is formed slowed down, but with high indicators of ability to obey external requirements. Given the reduced mobility of nerve processes, in order to maintain the active ability of phlegmatic children, it is necessary to be interested in their proposed work, to support during the organization and setting up of this activity. Restraint, perseverance, assemblage, and measure of action help to avoid disruption, maintain a consistent rhythm of the work process.

Choleric children have a strong, unbalanced type of nervous system, with a bright promise of excitation over inhibition. Under normal circumstances, they quickly and easily switch to new activities; actively take up any business, sometimes simultaneously covering several actions.

Melancholic children have a weak type of nervous system. Children with a propensity to this type are not active, shy, closed. Clearly expressed sensitivity to the least stimuli. Bullying with possible painful manifestations: muted offended expression of its attitude to the environment, the ability to capture the most subtle reactions to oneself. Children of this type are often inadequate deep feelings.

The speech process is also very weak, the tone muffled, the tendency to whisper, the slow pace of speech, inertia, possible discrepancies in the expression of opinion, unfinished expressions. Emotional expressiveness is blocked by painful indecisiveness.

Adaptation to new living conditions is almost always painful and long. Even the very change of conditions is often a profound stressor factor. But it is possible to alleviate suffering, in advance and specially preparing the child for the expected changes, maximally stretching in time the process of entering into a new life. Additionally, the special sensitivity of all adults to the child undergoing adaptation is also required. Regarding the external manifestations of the internal state of children-melancholic in the period of deep emotional crises, here are characteristic: dry mouth and nose, feeling of cold in the limbs, reddening of the skin, etc.

Thus, the physiological basis of temperament is the type of the nervous system (or higher nervous activity). Temperament - the formation of the mental, the type of the nervous system - the physiological form. The temperature also depends on the features of the functioning of the endocrine system and on the constitutional features of the organism. In this case, the talk about the type of the nervous system, as a physiological foundation, is important not only from a theoretical point of view, but also from a practical one.

All sorts of combinations of the properties of the nervous system lead to the formation of the most diverse structures in the nervous activity of one particular person.

An individual style does not appear to a person spontaneously, by itself, it must be consciously formed in education and upbringing.



Today it is proved important to take into account the individual-typological properties of the nervous system in the educational process, which allow the best individual development of the child.

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