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TÍTULO: Características de la competencia pronóstica de los escolares más jóvenes con desarrollo deficitario.

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RESUMEN: El propósito de este estudio es identificar las características específicas de la competencia pronóstica de los escolares más jóvenes con trastornos del sistema musculoesquelético, problemas de audición, visión y habla. El estudio reveló que los niños en edad escolar primaria con trastornos del habla tienen una menor capacidad para predecir eventos futuros en las áreas de relaciones con adultos y compañeros en comparación con sus compañeros sin impedimentos. Los niños más pequeños con discapacidades visuales tienen dificultades para regular su comportamiento durante las actividades educativas. Los escolares con discapacidades auditivas tienen dificultades para identificar los vínculos causales de situaciones futuras.

PALABRAS CLAVES: competencia pronóstica, situaciones futuras, escolares más pequeños, desarrollo deficitario, socialización.

TITLE: Features of prognostic competence of younger schoolchildren with deficit development.

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ABSTRACT: The purpose of this study is to identify the specific features of prognostic competence of younger schoolchildren with musculoskeletal system disorders, hearing, vision and speech impairments. The study revealed that children of primary school age with speech disorders have a lower ability to predict future events in the areas of relationships with adults and peers in compare to their peers with no impairments. Younger schoolchildren with visual impairments have difficulties in regulating their behavior during educational activities. Schoolchildren with hearing impairments have difficulties in identifying causal links of future situations.

KEY WORDS: prognostic competence, future situations, younger schoolchildren, deficit development, socialization.

INTRODUCTION.

Forecasting is actively studied in the Russian and foreign psychology. Anticipation was studied in early Ontogeny (Sergienko, 1997) in senior schoolchildren (Andronov, 2015), in adolescence (Artemyeva, 2016), in students (Akhmetzyanova, e al. 2017).

The contribution of Soviet / Russian science to the development of the phenomenon of anticipation was studied by Nadin (2015), a theoretical analysis of anticipation studies was done in the studies of Ahmetzyanova (Akhmetzyanova, 2016; Akhmetzyanova and Artemyeva, 2017). The regulation of normative behavior cannot be carried out without constructing a model of the future.

Brisson & Sorin (2016) believe that forecasting is a key issue in the field of developmental psychology, as it can be assessed at the behavioral level during interaction in both the social and physical environment. Sheeran et al (2014) identified the risk elements, such as assessment risk, perception, advanced and anticipated emotions associated with changing intentions and behavior of people.

Lagattuta & Sayfan (2013) studied the way children forecasted the character's thoughts about the likelihood of the future events, the type and intensity of emotions. Schuwerk et al (2016) studied the cognitive mechanisms underlying the forecasts of children with autism spectrum disorders, noting that children of this category have a lack of ability to forecast actions, which leads to a violation of social interaction. Debrabant et al (2012) revealed that the prognostic abilities of motor time increase at the age of 5 to 12 years and correlate with motor skills. Forecasting with an incomplete set of factors was studied by Gusev & Okunev (2017).

The consequences of early processing on the cognitive symptoms of social anxiety are reflected in the study by Mills et al (2014). The ability to anticipate one's own actions, as well as their consequences, is one of the important abilities of a person in his socialization (Gusev and Okunev, 2017). Skuse (2009) note that the socio-communicative deficiency of forecasting is of importance in terms of children behavior adaption in school.

The basis of socialization of a person is laid in the younger school age, with the beginning of schooling (Kar, et al. 2017). In the process of learning, a child accumulates and systematizes the obtained knowledge, reasons and forms an internal plan of actions (Skvortsova, 2015; Gavriluk, 2006). Due to the forming position of a schoolchild, in which the basic school skills and interpersonal relations develop, the younger school age becomes sensitive for the process of socialization. It is as a result of these changes that the requirements for the ability of a younger schoolchild to foresee the consequences of his actions increase. In her studies, Akhmetzyanova

revealed that due to anticipation (forecasting), the junior schoolchild is able to control the learning activity; mental processes acquire qualitative changes associated with the function of consciousness, the act of communication is accompanied by forecasting one's own actions and the actions of others. In his work, Karpov reflects the dependence of socialization processes on the level of development of prognostic abilities. The ability to forecast is considered as one of the priority qualities of the personality, without which successful socialization is impossible in modern conditions (Karpov, 2014; Nichiporenko, 2006).

DEVELOPMENT.

Purpose of the study.

The purpose of this study is to identify the characteristic features of the prognostic competence of younger schoolchildren with impaired functions of the musculoskeletal system, hearing, vision and speech impairment.

Research methods.

The study was conducted in the following educational organizations of Kazan: "Secondary school № 85"; Kazan boarding schools for children with health limitations № 4, 172, 7.

Participants.

The sample of our study was: younger schoolchildren without developmental disorders - 85 children; with the musculoskeletal system disorders - 20 children; with hearing impairment - 27 children; with visual impairment - 16 children; with speech disorders - 36 children.

Materials.

In order to identify the specific character of prognostic competence in younger schoolchildren with developmental disorders, the methodology "Ability to predict forecast in situations of potential or real violation of the social norm" (Akhmetzyanova, 2017) was used.

Results.

Statistically significant differences between samples of schoolchildren were detected using the Student's test ($p < .001$) and are presented in Tables 1, 2, 3, and 4.

Younger schoolchildren with musculoskeletal disorders.

Table 1. Prognostic competence of junior schoolchildren with musculoskeletal system disorders.

Indicators of prognostic competence (PC)		Schoolchildren without developmental disorders (n=85)		Schoolchildren with musculoskeletal system disorders (n=20)		t(105)
		M	SD	M	SD	
Scales						
Prognostic competence		68.28	12.78	47.26	12.96	5.66
Functions of prognostic competence	Regulatory	30.50	5.07	23.37	4.87	4.94
	Cognitive	15.91	4.66	10.21	4.13	4.42
	Speech-communicative	21.86	6.89	14.17	6.76	3.89
Spheres of prognostic competence	Attitude to learning	11.23	2.55	7.40	3.15	4.73
	Virtual communication	11.20	3.91	8.00	3.37	2.98
	Attitude to health	10.90	4.23	8.00	3.66	2.49
	Family relations	12.40	2.69	7.95	3.77	4.86
Criteria of prognostic competence	Fixation on mature // infantile forecasting strategies	8.37	1.69	4.91	2.8	6.46
	Optimistic // pessimistic attitude	4.93	2.25	2.71	1.96	3.59
	Breadth // narrowness of the social context of forecasting;	0.82	1.12	1.50	1.35	-1.95
	Maximum // minimum verbalization of the forecast	8.55	2.46	3.96	2.87	6.04
Educational activity		31.58	7.99	22.30	6.93	4.23
Extracurricular activities		36.70	6.05	25.41	7.65	5.80

Younger schoolchildren with hearing impairment.

Table 2. Prognostic competence of junior schoolchildren with hearing impairment

Indicators of prognostic competence (PC)		Schoolchildren without developmental disorders (n=85)		Schoolchildren with hearing impairment (n=27)		t(112)
		M	SD	M	SD	
	Scales					
Prognostic competence		70.55	13.55	52.94	16.79	4.74
Functions of prognostic competence	Cognitive	17.00	4.56	10.53	4.53	5.69
	Speech-communicative	23.00	6.96	14.46	8.53	4.49
Spheres of prognostic competence	Attitude to learning	11.45	3.03	7.05	4.02	5.09
	Virtual communication	12.00	3.58	9.33	3.84	2.90
	Family relations	12.71	2.52	10.16	3.00	3.75
Criteria of prognostic competence	Breadth // narrowness	0.62	.92	1.51	1.76	-2.70
	Rational / irrational	8.91	1.74	6.98	2.34	3.86
	Maximum // minimum verbalization	8.62	2.54	4.20	3.66	5.83
	Presence / absence of participants statements in the forecast	.02	.15	1.35	1.67	-4.99
Educational activity		33.27	8.49	24.85	8.80	3.92
Extracurricular activities		37.32	6.82	28.42	9.59	4.43

Younger schoolchildren with visual impairments.

Table 3. Prognostic competence of junior schoolchildren with visual impairments.

Indicators of prognostic competence (PC)	Schoolchildren without developmental disorders (n=85)		Schoolchildren with visual impairment (n=16)		t (101)
	M	SD	M	SD	
Regulatory function in the sphere – attitude to learning	5.16	1.25	3.87	1.5	3.19

Younger schoolchildren with speech disorders.

Table 4. Prognostic competence of younger schoolchildren with speech disorders.

Indicators of prognostic competence (PC)	Scales	Schoolchildren without developmental disorders (n=85)		Schoolchildren with speech disorders (n=36)		t(121)
		M	SD	M	SD	
Functions of prognostic competence	Regulatory	30.59	4.84	25.25	7.02	3.88
Criteria of prognostic competence	Prosocial // antisocial behavior	10.71	1.42	9.62	2.47	2.39
	Optimistic // pessimistic attitude	4.69	2.17	3.09	1.85	3.44
	Constructing active // passive position	6.85	1.63	4.91	1.95	4.71

Discussion.

The study found that schoolchildren with musculoskeletal system disorders have more difficulties in controlling consciously their own activities. We can note fixation on antisocial behavior, difficulties in forecasting socially approved behavior. In the situation of significant relationships,

schoolchildren with musculoskeletal system disorders show a less active position compared to their peers. In the sphere of learning, children with musculoskeletal system disorders do not have sufficiently formed social position, the social “self”. In the indicators of the sphere of virtual communication, children of two categories also show the differences. Differences are revealed in the sphere of family relationships. The ability to forecast in important spheres of relationships in schoolchildren with musculoskeletal disorders is not well developed: the fixation on the forecast is infantile and pessimistic, and the verbalization of the forecast is much worse, compared to their peers without developmental disorders (Denisova, 2012).

Schoolchildren with hearing impairment find it difficult to identify the situational cause and effect relationships; they rarely use explicated speech, limiting themselves to short sentences. Schoolchildren with hearing impairment experience difficulties in constructing the forecast both in situations related to learning activity and in extra-curricular situations; gaming activity prevails. Hard-of-hearing schoolchildren have difficulties in distinguishing meaningful relationships; they rarely apply the components of the experience in constructing the forecast.

Younger schoolchildren with visual impairments do not differ from their peers in anticipation of events in the spheres of communication in educational activities, in communication with peers, in communication with adults, in virtual communication, in the attitude to illness, and also in the attitude to the family. They only find it difficult to regulate their behavior in educational activities, which is also confirmed by the studies of Skuse (2009).

In children of primary school age with speech impairment, the ability to forecast future events in the areas of relations specified by the methodology and to control the ongoing events from the emotionally motivational side is lower than that of their peers. Schoolchildren with speech impairment tend to be more inclined to the unfavorable outcome of events, which may be due to the personal experience of children. There is a difference in the indicator of the optimistic attitude to

the construction of the expected image of the future. We can assume that schoolchildren with speech disorders experience discomfort caused by a defect, they are more easily influenced by leaders who are heavyweight to them.

The results obtained are consistent with the study of Denisova (2012), Ulanova (2015). They emphasize that children with health limitations have difficulties in forecasting the consequences of their actions and behavior of others; they try to avoid pressure of rules, regulations and requirements (Garanina and Artemyeva, 2017; Arenas, et. al. 2018).

CONCLUSIONS.

In younger schoolchildren with musculoskeletal disorders and hearing impairment, prognostic competence indicator is lower than that of their peers without developmental disorders. Almost all the groups of younger schoolchildren (except for schoolchildren with hearing impairments) regulatory function of prognostic competence is formed weaker than in schoolchildren without developmental disorders.

Cognitive and speech-communicative spheres of prognostic competence are lower only in children with musculoskeletal disorders and hearing impairments. Almost all schoolchildren with developmental disorders (except for children with speech disorders) are less well in performing forecast in the sphere of learning.

Schoolchildren with musculoskeletal system disorders and hearing impairment are worse in forecasting the outcome of the situation in the family and in the virtual interaction. Younger schoolchildren with musculoskeletal disorders and speech disorders are more pessimistic in their forecasts; their answers are poorly verbalized. However, the forecasts of schoolchildren with locomotor pathology and hearing impairment include a wider social context.

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No potential conflict of interest was reported by the authors.

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