

Anticipation Phenomenon in the Structure of Deviance: Analytical Research Review

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Abstract

At the present stage of psychology and pedagogy development one of the urgent tasks is the study of the basic directions, trends and priorities of research on the study of specific psychological anticipation indicators of children with disabilities in national and world science. The urgency of this problem is related to the need to explain the psychological content of socialization processes disorders in the preschool and early school age. The aim of this study is analysis of studies on the neurophysiological, psychophysiological basis of anticipation, anticipation role in providing cognitive mental processes, anticipation development in ontogenesis, features of probabilistic forecasting in health and disease. The analysis of studies revealed the following differences: on the one hand, of the behavioral disorders problem in children with disabilities in preschool and early school age (types, forms, clinical and psychological aspects, etc.) as well as the problems of deviant behavior in adolescents (approaches, theories, phenomenology, typology, factors) and, on the other hand, undeveloped mechanisms and factors in the transformation of abnormal behavior into the deviant one. The role of anticipation phenomenon in these age-related mechanisms, which great importance is proved in relation to deviations in adolescents and adults is not studied; the relation

of anticipation to the formation of a latent deviance in dysontogenesis is studied even in a lesser degree. The results of the comparative analysis let the authors conclude that the study of the anticipation phenomenon and its role in the structure of behavioral disorders in children with disabilities is an important and unsolved scientific problem for psychology.

Keywords: anticipation, deviancies, latent deviation, indicators of latent deviation, children with disabilities, dysontogenesis.

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Introduction

The relevance of the problem of studying the phenomenon of anticipation specifics in pre-adolescence is related to the urgent need to explain disorders of socialization processes in preschool and early school age. In norm genesis socialization is provided by the inclusion of a child in a variety of activities specific for pre-school and primary school age and by development of the appropriate set of regulatory tools.

In recent decades, thanks to the work of domestic and foreign scientists: Sergienko (1997); Feigenberg (1978, 1986); Nadin (2015) the problem of probabilistic forecasting and anticipation is actively developed. "anticipation is the ability to act and to make certain decisions with a certain time and spatial prediction for the expected future events" (Lomov & Surkov 1980). Anticipation as "a universal mechanism of human mental organization, including selectivity and prediction of events in the interaction with the environment" (Sergienko 1997). Science studied in detail the following aspects of the anticipation problem: neurophysiological, psychophysiological bases (Bernstein (1991), the role of anticipation in providing cognitive mental processes (Brushlinskii (1978); Shiyani (1999); Feigenberg (1986), specific probabilistic forecasting in health and disease (Feigenberg (1977); Peresleni (1976, 1982a); Gul'dan (1985); Mendelevich (1995, 2000, 2002), the development of anticipation in ontogenesis (Sergienko (1997); Regush (1997) Gromova (2003), operators anticipation (Plokhikh (2002); communicative anticipation of teachers (Batrachenko 1991). The most studied to date are anticipatory abilities in schizophrenia (Mendelevich 2001, 2002; Feigenberg 1986), in organic disorders (Skidanenko 2003), in osteochondrosis (Demakina 2004; Mendelevich 2002), neuroses and neurosis-like states (Gromova, 2003); Mendelevich 2002; Abitov 2007), epilepsy (Skidanenko 2003), personality disorders (Uzelevskaya 2002; Korn 2014), social phobia (Mills 2014), speech development disorders (Akhmetzyanova 2004). As a basic concept in the individual cognitive activity U. Neisser singled anticipatory, forestalling schemes (Neisser 1981, Peresleni (1982).

Analysis of the current state of the basic anticipation regularities formation in human ontogenesis

According to E.A. Sergienko (1988, 1989), elementary forms of anticipation are already represented in perceptive behavior of an infant. According to J. Piaget, anticipatory images of a child already contain a familiar situation or an object, and with varying degree of accuracy immediately anticipate unperceived events or objects (Piaget, 1978). With the development of the child's psyche previous levels of anticipation do not disappear, but are included in a qualitatively new integration scheme. The effect of adverse internal and external circumstances in the early stages of development, causing retardation of anticipation formation can lead to total or partial asynchrony of mental activity due, in particular, to the lack of anticipation (Zimnyaja (1973). Different directions are developing diagnostic tools: a methodology to identify willingness (tendency) of adolescents to implement various forms of deviant behavior (Clayburgh 2003); the teachers' map of observations of the manifestation of deviant behavior among adolescents (Maisak 2003); technique of "anticipatory consistency (predictive competence)" (Mendelevich 2002); methods of studying personality of a maladapted teenager and his environment of Yu.B. Klyayberg (2003). In the context of the well-known psychological theories it is proved that an adequate anticipation of the future is only possible on the basis of accumulated and saved by an individual experience of adaptation to changing environmental conditions, which, in turn, is probabilistic in nature. It was found that the condition for successful adaptation of an individual is the ability to the anticipation as the ability to reflect environmental patterns in the structure of the past experience, to form behavioral strategy, anticipating the course of events (Brushlinskii 1978; Lomov & Surkov 1980; Mendelevich 2000; Sergienko 1997).

Discussion

All the analysis of studies on the phenomenon of anticipation shows that the latter, as though permeates all forms and levels of psychic reflection of reality. It emerges as a systematic integral process, formed in the real human activity and is an important c Behavioral deviations are studied insufficiently through the prism of deficiency of age regulatory tools of activity, communication and knowledge, defining the specifics of failure in solving the age problems by a child at each stage of development. The large number of age-related problems in pre-school and primary school age in particular determines the diversity of specific configurations of such failure; to an even greater extent it relates to the diversity of disontogenesis. This makes it necessary to search integrative structures that would reflect the emerging inconsistency of a preschooler in further threat of socialization disorder and development of deviations. The phenomenon of latent deviance which acts as deviations premorbid can be considered as an integrative formation. In the study of psychological content of latent deviance is the importance of the anticipation phenomenon research, which can be considered as a significant indicator of deviations in adolescents and adults. The study of anticipation in children with certain types of developmental disorders suggests its heuristic possibilities for the study of psychological mechanisms of deviancy. The basic research of deviation in adolescence is carried out in the framework of differential psychology, which studies the nature as a personality component, as well as clinical psychology, which considers the pathological character development (Lichko (2010), Kovalev (1985); Dalbert & Filke (2002). Different sociological and psychological deviations classifications typical of adolescents, as well as a variety of typology of character accentuation and psychopathy are developed (Smith & McCarty 1996); Lichko (2010); Kovalev (1985); Zmanovskaya (2007); Mendelevich (2000, 2002). In the modern foreign studies anticipation is seen as an important component of high-level intellectual behaviors (conscious, intelligent behavior), significant in the successful training and overcoming behavioral disorders in 7-10 year old children with the HIA, as the ability to assess increasing risk and the further possibility of changing the strategy of persons' behavior, depending on the intensity of anticipatory emotions and severity of risk (Sheeran 2014). It is shown that the formation of various forms of deviant behavior can be caused by difficulties, children and adolescents experience in the process of socialization. A large number of empirical studies is devoted to the interrelation of deviations with peculiarities of the parental and child or marital relations, family education and family situation in general, with school maladaptation, associated with insufficient educational activity and communication formation, relations among peers, the definition of subject characteristics of deviant behavior and other psychological and socio-psychological factors (Popov (1991); Korolenko & Dmitrieva (2012) Kudryavtsev (2002); Zmanovskaya (2007); Surovegina (2009); Akhmetzyanova (2004, 2013, 2014, 2015); Tvardovskaya (2012) Artemyeva (2014, 2015); Nigmatullina & Artemyeva (2015); Korn (2014); Sheeran (2014); Mills (2014).

Conclusion

Based on the theoretical analysis of the anticipation problem development in health and disease it can be concluded that the probability forecasting is adaptive - maladaptive in character, and in the mental or psychic incompetence anticipatory incompetence is observed either. Compared to the sociological, legal and psychological studies, our further study does not provide research of the deviant behavior forms, but determining the specifics of anticipation in children and adolescents with disabilities in the structure of latent deviation. The study of anticipation in the structure of latent deviance does not currently present only the research problem, but a social mission of scientists, designed to warn the initial process of the deviant behavior formation in children with disabilities, including lower risks of occurrence in adolescence and early adulthood the destructive and deviant behavior. The solution of this problem allows us to designate indicators, predictors of

deviations in the preschool and early school age in children with disabilities and to model, predict success of socialization processes.

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