

LATENT DEVIANCY: PROBLEMS AND PERSPECTIVES

OF RESEARCH

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Abstract

The relevance of the latent deviance problem is associated with the acute need to explain the psychological content of socialization disorders in pre-adolescence. Socialization is provided by a child's involvement in a variety of specific for pre-school and primary school age activities and in normo-genesis results in mastering a respective set of regulatory tools. With regard to disontogenesis behavioral deviations are studied insufficiently through the prism of deficiency of standard age related means of activity, communication and cognition. The large number of age-related problems of pre-school and primary school age in particular determines the variety of specific configurations of a child's failure in solving these problems at every stage of development. Polymorphism of the clinical disontogenesis also contributes to this variability. This situation necessitates the search for integrative structures, reflecting the emerging failure of the preschool and primary school children with disabilities, and the risks of further violations of socialization and development of deviations. The phenomenon of latent deviance, acting as a premorbid for deviations can be considered as an integrative formation. In the study of psychological content of latent deviance is of great importance the anticipatory competence study, which is considered 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 deviations in preadolescent period.

Keywords: behavioral disorders, deviation, latent deviance, anticipation, children with disabilities, disontogenesis

Themes: Developmental Disabilities: Challenges and Prospects