

Clinic of children mental development and technology of training the teachers to work in a multicultural environment

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The problem of the study is the contradiction, which is on the one hand, the presence of numerous clinical diagnostics of mental development of a child, as well as teacher training techniques for working with children, and on the other hand, in the absence of correlation (dependence) between the laws of mental development of children and technology in which these laws determine the content and the system of teachers training. The unwillingness of teachers to consider the clinic develops a wide variety of pathologies in children. In a multicultural environment these diseases become complicated.

Based on data analysis of 456 testees we show the features of mental development of children from 1 to 7 years old, prove that every mental function has a special rate and rhythm of development. For children of 1-2 years old speech, memory and thinking are one unit, while later these three functions localize. This tendency is one of the major in the development of the central nervous system. The formation of symbolization and association is taking place simultaneously. In order to integrate all functions into a single unit, the teacher has to strengthen the participation of the deeper nerve structures, which are dispersed in different structures. For example, in the first months of infancy the sense organs develop most intensively and later subject actions are formed on their basis. Preparing teachers for communication with children should be based on verbal and semantic level. This allows you to set the level of trust and communicate with the children in their native language. Accordingly, the technology of preparation of teachers to work with children of preschool age should include a reflective component. It should be aimed at supporting the sensual and later substantive actions. The next step anticipation component is allocated. It helps to predict a child's interaction of perception, memory, thinking, behavior, possible development of psychopathy: memory is allocated from perception and becomes an independent mnemonic activity. The third step is releasing of cognitive component: the cognitive processes of the child after differentiation period establish relationships with each other at a higher level and to some extent neutralize the possible development of psychopathy. It was proved that considering the relationship of memory and speech and thinking help teachers to provide intellectualization of this relationship. As a result of the tests and mathematical processing of the data it was established that the technology provides a sufficiently high degree of readiness of teachers to work with the clinical features of preschool children.

Keywords: clinical mental development of children, preschool age, the technology of teacher training.

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