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CLASSIFICATION OF METHODOLOGICAL CONDITIONS TO OVERCOME EDUCATIONAL NEGLECT IN ELEMENTARY SCHOOLS

The article considers the classification of methodological terms for overcoming pedagogical neglect at elementary schools, those terms helping the formation and development of junior schoolchildrens' personalities in the process of their studies.

The psychological and pedagogical features of psychologist's work are substantiated for the educational space of an elementary school. They give an opportunity of expose the value of the concept «pedagogical neglect» through the classification of groups of «children with learning failures» (high-risk groups): «pedagogically neglected children», «mentally retarded children» «weakened children», «children with the syndrome of deficit of attention», «slow children», and «children with weak health».

The system of causes of low-level abilities for studies in junior schoolchildren are generalized according to: the the nature of influence; the categories of learning failures; group learning failures; objectivity and subjectivity; forms that represent a degree and character of neglect.

The study classifies: a) didactic and psychological principles of overcoming of pedagogical neglect; b) terms of overcoming of pedagogical neglect (pedagogical terms, psychological terms); c) groups of «psychological and pedagogical terms» for overcoming pedagogical neglect.