



Koltunova E.A.

Features of Diagnostics of Deaf Senior Pupils' Symbolization

Concepts-symbols carry out a different function in comparison with other concepts, since they are universal indicators which focus the cognizing subject on the importance of this concept for a certain group as well as for himself/herself. The interiorization of the concept-symbol presupposes the process of "decrystallization" of the personal sense; such a concept is its potential bearer. Formation of concepts-symbols among deaf young men and girls has the specifics, since their process of interiorization of the sign and symbolical component of language is transformed into force. It is necessary to develop a special technique for revealing distinctive features of formation of concepts-symbols among the deaf. This article deals with the features of diagnostics of symbolization among the deaf.

Key words: symbol, symbolization, sense sphere, generalized senses, sense formation, sense centrations.

The symbol is the important compound of the contemporary conscious at the personal level as well as at the group levels. Symbols have been developing during the long history in the process of the human cultural development. The symbol comes from the Greek verb "connect", "push", "compare" etymologically. Reflecting the general logic of the system of the notions, before the function of the symbol was identified with subject-image compound of the psychosemantic reality, the empirical generalization appeared at its basis. The objects are alienated from them, images become the objects of the admiration (totems), the particular actions – rituals appear, connected with particularities of their use. However, gradually the development of the abstract and generalized meanings (in the result of the transition from the empirical to the theoretical generalization) and their anchoring at the level of the stable notions at the transpersonal level in the different forms of the public conscious happens – the function of the symbol greatly enlarges. The new directions of the world cognition were discovered, now they do not need the image, they exist at the level of the abstraction (alienation and generalization) of qualities from earlier created abstract meaning. The mathematic sciences were so created, the content compound in them are absolutely symbolic systems.

In the process of development of a humanitarian component in formation of public forms of consciousness and in this area of human development there was a need for symbolization. Symbolization is the creation process on the abstract and generalized level of concepts symbols which not simply are a sign analog replacing a certain subject or the phenomenon, and concentrate in the generalized form the importance of their specific properties as "extremely urgent" or "supereal". Concepts-symbols have the function different to any other concept



as they not simply are carriers of certain values, and act as the indicator focusing the subject on the importance of that context which has to be not simply apprehended, and needs judgment and a certain interpretation. It is not necessary to mix a symbol and a sign. The sign is designated by a cognizing subject only. The symbol has its own worthiness, it is an organic element of mental and spiritual life. It is possible to assume that the symbol acts in a centration role in relation to concepts less generalized, becomes a peculiar epicenter which definitely influences understanding of all substantial content. Concepts symbols concentrate in themselves such lines, as universality, depth, level of an assessment of an event as component of the public consciousness, differing the special importance. Using them in an oral or written statement of the thoughts, the story-teller appeals not to a single event or the fact, and emphasizes scale of a subject of judgment. If we speak: Patriotic war, dictatorship, Holocaust etc., even without the appeal to concrete historical examples they distinguish an estimated component of this concept. It is universal process as each representative of a certain cultural era perceives value of this concept not only as set of definitely generalized properties but also as that already comprises marking on positive or negative.

Concepts-symbols have an essential value for development of personal features and at the same time symbolization is in many respects the semantic sphere of the personality derivative of the general level of development, from degree of a maturity of its various sense formations (personal meanings, semantic attitudes, motivation, ability to the integrated semantic self-control). It allowed to draw a conclusion that researches of features of the semantic sphere will allow to expand understanding of specifics of symbolization, in detection of various characteristics of symbolization, will give the chance to add understanding of mechanisms of sense formation. Following this and proceeding from the general logic of research, features of development of sense sphere of personality in the period of youth as at this stage of development there is not simply "a penetration of culture into individual consciousness" [7, p. 4], but also the ability to formation of steady values and, as a result, intension to secondary symbolization as a result of which the individual consciousness is enriched with concepts symbols which as it was already distinguished, act as the indicator focusing the subject on the importance of that context which has to be not simply apprehended is shown, and needs judgment and a certain valuable interpretation of the perceiving subject. When forming such concepts symbols at the level of individual consciousness there is not simply a generalization (empirical or theoretical), but also formation of so-called generalized meanings as a peculiar point of a personal signification. Structuring meanings happens round a semantic kernel which is made by generalized meanings of personality. It becomes rather steady in the vital addictions and value priorities.

At the level of individual consciousness the generalized meanings make it possible to differentiate personal senses from social content and from meanings



of other people, allow the personality to keep the orientation, "without being dissolved" in surrounding sense space [4]. Generalized meanings in many respects allow to overcome (or to depart from) estimation stereotypes which are imposed by surrounding reality as a stereotype as the certain standard which has taken roots in public consciousness of monotonous, same, imitative thinking has feature to be reflected in all forms of life of society and to impose certain strategy of estimates and the relations. At a certain stage such support on group opinion is necessary for any person as initial "the marking of surrounding reality" in development and comprehension new is displaced, and life experience and level of development of cogitative tools while it is not enough "general psychological marking of reality" for performance. Common cultural meanings are not torn away, and interwoven into fabric of the semantic sphere of the personality. It is necessary for a destereotipization as "shifts of informative and personal efforts to own semantic sphere that is connected with such moments of dynamics of sense formation as knocking down and hierarchization of motives, solution of a task on sense, personal elections, personal conflict" [5, p. 99].

The particular interest process of generalization of meanings and formation on their basis of concepts symbols is caused by researches of those whose process of formation of conceptual system is deformed by a certain physiological specifics – deaf seniors. They also became an object of the real research.

At the initial stage of carrying out this work those characteristics which, being already studied within other research contexts were distinguished, can influence the features of symbolization in the period of youth. The semantic sphere of the deaf senior who is training in a boarding school for deaf and hard of hearing, differs from the semantic sphere of the senior with normal hearing the low level of development, the simplified, curtailed structure of semantic regulation of activity; narrowing of semantic prospect; orientation on preservation of habitual way of life, submission to norms, stereotypes, on the immediate environment, a family; feeling of isolation from society; consumer, rent attitudes; stereotype of the semantic sphere; the low-differentiated ideas of system of the human relations, based on reference stereotypes of consciousness of external character.

In a number of works [6] it was noted that despite existence of substantial distinctions there is a considerable similarity of the line of development of the semantic sphere of seniors to the broken and normal hearing, thus the same stages deaf take place in more advanced age, than hearing. As a result of the literature analysis we drew a conclusion that deaf young men and girls have the following features of the semantic sphere: delay of formation of all formations of personality and the sense sphere, including, rather hearing group of contemporaries; poorly developed empathy, polar attitudes concerning personal qualities of other people, high suggestibility.

Thus we did not reveal researches of specifics of symbolization among the deaf.



The isolated indicators of generalization of meanings and levels of sense development of trainees, and also the analysis of the main personal distinctions of the deaf and hearing trainees, allowed to pass to the following stage of this research.

The second stage of this research was diagnostics. The specifics of diagnostics was focused on informative features of the deaf. The experimental group consisted of 68 deaf seniors (32 young men, 36 girls) who are trained in specialized educational institutions. As the control groups of hearing seniors of comprehensive schools of Rostov-on-Don (54 trainees, were chosen, from them 25 young men, 29 girls) and group of seniors, winners of competitions DANYul (2012) on the humanities (23 seniors, from them 11 young men and 12 girls). All examinees of control groups were aged from 16 to 18 years.

Existence of control groups within this investigation phase is caused by the following:

- now within psychology of development and age psychology there are no the described reference characteristics specific to process of symbolization and therefore, for detection of specifics of symbolization at deaf it is necessary to reveal average values according to these characteristics at hearing trainees;
- techniques for detection of features of generalization of meanings as bases of symbolization are focused on semantic features of hearing seniors and, therefore, for detection of specifics of these processes among the deaf it is necessary to compare the results of diagnostics to traditional standards.

Modern “arsenal” of the psychometric and projective techniques revealing characteristics interfaced to semantic factors of personal development from the point of view of expediency and possibility of their use at inspection of deaf and hearing seniors in the course of detection of features of symbolization was analysed. Preliminary diagnostics of deaf recipients showed that the most known test for detection of features of symbolization is the “Test of apperception of symbols” (“TAS”) (N.L. Nagibin, A.P. Afanasyev, 1999) which reveals the hierarchy of values of the person, allows to compare modern interpretations of symbols to their mythological analogs and, opening personal meanings, estimates semantic structures of personality, in the context and logic of this research it cannot be used, owing to complexity in logical sequence of performance of tasks shown to the examinee. Hearing seniors possessed an informative resource which would allow them to carry out the tasks offered within this test.

According to the authors working with deaf and diagnosing for them specifics of development of the semantic sphere [5], for this category of examinees specific requirements have to be offered. As a whole the following demands can be made to the organization of testing the deaf at youthful age.

1. Methods have to be the most nonverbal as little as possible demanding use of written, oral, sign languages.



2. For the best understanding of the instruction it is necessary to use a preliminary task, rather easier, but in essence same, as the basic.
3. It is necessary to aspire to that the result of performance of tasks was most fully expressed outside and that there were objectively observed intermediate stages of the solution of tasks.
4. It is necessary to provide adequate understanding of the instruction that can be reached in the various ways: use of sign speech, presentation, display (thus it is necessary to pay special attention to that in them did not contain helps), instruction repetition in different options to be convinced that the examinee understood a task shown to it.
5. It is necessary to consider possible influence of the researcher since the deaf is more inspired, than the hearing.

In the analysis of the "arsenal" of the modern psychometric and projective techniques applied in applied psychological researches to detection of features of the semantic sphere and obtaining integrated characteristics of personal formations in the period of youthful age at not hearing, we were guided, except the requirements stated above, the following provisions:

- the technique whenever possible should not be bulky, tiring respondents;
- the technique has to be clear, consist of words known to respondents, considering level of speech competence of deaf pupils;
- techniques have to supplement mutually each other in disclosure of studied qualities;
- techniques have to give information, allowing to confirm or disprove research hypotheses.

These provisions allowed to choose the most expedient techniques which are possible for using at diagnostics not hearing, to develop an author's projective technique as a set stimulus material in the form of the cards symbols, adapted for work with deaf seniors.

The third investigation phase – generalizing. At this stage the analysis of the received empirical results was carried out, specifics of symbolization of deaf young men and girls with a different level of development of the semantic sphere is revealed. The carried-out theoretical and empirical analysis, allowed to reveal the following:

- the projective technique focused on interpretation of concepts symbols, allows to reveal features and distinctions of value and sense development in hearing and deaf young men and girls;
- symbolization process of the deaf and hearing differs on formal (quantity of used concepts symbols), substantial (features of interpretation of a symbol) and to dynamic characteristics (motivational specifics of use of symbols);
- deaf seniors (73 %) when using concepts-symbols of the basic are focused on "symbols properties" (the separate sign of a subject, for example a form or a color is symbolized) or "symbols compositions" (generalization of a number



- of properties in a uniform steady image, for example, architectural constructions, such as: the Egyptian pyramids, the Colosseum etc.), only two deaf participants of research showed opportunities to use “symbols metaphors” when the hidden property of object generating semantic initiations acts as a symbol;
- diagnostics of process of symbolization of deaf seniors allowed to reveal at them a number of specific features in development of the valuable and semantic sphere at a youth stage;
 - deaf seniors experience difficulties in the course of generalization of meanings, their generalized meanings are focused on ego centrations. At such type of prepotent centration as the generalized only pragmatism, operational, situational meanings determined by subject logic of achievement of the purpose in this concrete situation can be considered. Such meanings are not personal, they are attached to a situation, carry out an office regulatory role in its understanding. According to I.V. Abakumova, “the individual with this level of development of the semantic sphere is characterized by obsession with “the real world”. The personal signification does not occur in this situation” [1, p. 47]. Deaf seniors experience difficulties in understanding of interpersonal forms of sense as bases of formation of a conceptual and symbolical row. Pro-social centrations are often reduced (are limited only to very narrow circle of people with whom they directly interact);
 - the obtained diagnostic data say that by means of the development of a conceptual and symbolical row of deaf seniors it is possible to initiate the development of their personal and sense sphere.

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