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***Коррекция нарушений эмоциональной сферы дошкольников с задержкой психического развития средствами арт-терапии***

Диссертация на соискание степени Магистра по направлению 030300 – Психология, основная образовательная программа «Психология развития и образования»

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**Аннотация.**

С целью исследования эффективности психологической коррекции нарушений эмоциональной сферы старших дошкольников с задержкой психического развития (ЗПР) средствами арт-терапии было обследовано 100 детей старшего дошкольного возраста с диагнозом задержка психического развития. Использована модифицированная, апробированная ранее коррекционная программа арт-терапевтических занятий «Мир цветов и чувств» (Л. Мардер).

Для анализа динамики показателей эмоциональной сферы под влиянием коррекционной программы были использованы основные методы психодиагностического исследования: наблюдение, биографический метод, эксперимент.

Полученные результаты верифицированы методами математической статистики.

В результате сравнительного анализа достоверно (р <0,05) доказано положительное влияние на нарушения эмоциональной сферы дошкольников с ЗПР коррекционной программы арт-терапевтического воздействия.

Сформулирован вывод об эффективности психокоррекции нарушений эмоциональной сферы старших дошкольников с задержкой психического развития средствами арт-терапии.

**«Correction disorders of emotional displays of preschool children with mental retardation by means of art-therapy».**

In order to study the effectiveness of psychological correction of the emotional sphere of the senior preschool children with mental retardation (CRA) by means of art therapy were examined 100 children of preschool age with a diagnosis of mental retardation. Use modified, previously tested intervention programs art therapy sessions "World of colors and feelings" (L. Marder).

basic methods of psychodiagnostic studies have been used to analyze the dynamics of indicators of emotional sphere of influence under the correctional program: observation, biographical method, an experiment.

The results were verified by methods of mathematical statistics.

A comparative analysis was significantly (p <0.05) demonstrated a positive effect on disorders of emotional sphere of preschool children with mental retardation correctional program art-therapeutic intervention.

Formulate a conclusion on the effectiveness of psychological correction of violations of the emotional sphere of the senior preschool children with mental retardation by means of art therapy.

**Введение.**

Неизменной частью психической жизни человека является эмоциональная сфера личности, понимаемая как совокупность внутренних психических состояний, которые проявляются в субъективных отношениях, экспрессивно-коммуникативном поведении и переживаниях. С самого момента рождения эмоции сопровождают и, если ему присущи проблемы с проявлением своих эмоций, это может привести к неприятию его социумом, к значительным проблемам как с физическим, так и с психическим здоровьем.

Актуальность исследования коррекции нарушений эмоциональной сферы старших дошкольников с ЗПР определяется всё возрастающим числом детей с ограниченными возможностями здоровья, большей частью из которых являются дошкольники с задержкой психического развития.

По данным директора Департамента государственной политики в   
сфере защиты прав детей Минобрнауки России Е.А. Сильянова,   
представленным им на коллегии Министерства 10 ноября 2014 года, в 2014-   
2015 учебном году в Российской Федерации в образовательных организациях   
обучалось более 479 тысяч детей с ОВЗ, из них:

-в 1 660 специальных (коррекционных) образовательных организациях –   
около 210 тыс. детей, в коррекционных классах при общеобразовательных организациях-почти 110 тыс. детей, в общеобразовательных классах – 159 125 детей.  
Если сравнить вышеприведённые сведения о системе специального   
(коррекционного) образования с 5-летней давностью, то можно увидеть   
сокращение образовательных организаций для детей с ОВЗ.   
Так, в 2010-2011 учебном году в Российской Федерации   
функционировало 1795 специальных (коррекционных) школ (школ-   
интернатов), в специальных (коррекционных) классах общеобразовательных   
организаций обучалось 119767 детей с нарушениями физического и   
умственного развития, а также задержкой психического развития. Причём,   
почти 87 тысяч обучающихся имели статус обучающихся с ЗПР (в 2014 г.   
только 72 тыс.) [65].

По более ранним данным Министерства образования РФ к 2000 году число дошкольников с ЗПР составляло 25% от детской популяции [67].

Снижение числа коррекционных учреждений можно объяснить введением системы инклюзивного образования. Часть детей с задержкой к семи годам достигает ранее редко наблюдаемого, близкого к норме, уровня психического развития. Главенствующую роль в данной ситуации играет раннее выявление и ранняя комплексная помощь (в период дошкольного детства), создание новых подходов и технологий воспитания, коррекции и процесса обучения. Вследствие этого часть детей с ЗПР, наиболее близких по своему развитию к нормативному, перераспределяется из специальных коррекционных ДОУ в общеобразовательные ДОУ [8].

**Цель** работы - исследование эффективности психологической коррекции эмоциональной сферы старших дошкольников с задержкой психического развития средствами арт-терапии (с использованием техники изо-деятельности).

*Задачи* исследования:

# Теоретическое исследование современных представлений об особенностях эмоциональной сферы детей с задержкой психического развития и коррекционном потенциале методов арт-терапии.

1. Изучение особенностей эмоциональной сферы старших дошкольников с задержкой психического развития.
2. Исследование возможностей коррекции нарушений эмоциональной сферы старших дошкольников с задержкой психического развития средствами арт-терапии в ходе лонгитюдного исследования.
3. Анализ эффективности использования программы арт-терапевтических занятий «Мир цветов и чувств» (Л. Мардер) для коррекции эмоциональной сферы старших дошкольников с задержкой психического развития.

*Гипотеза: исследования:* средства арт-терапии обладают значительным коррекционным потенциалом в отношении эмоциональной сферы старших дошкольников с задержкой психического развития, что может быть подтверждено на примере краткосрочных и долгосрочных результатов использования коррекционной программы арт-терапевтических занятий «Мир цветов и чувств» (Л. Мардер).

*Объектом* исследования являются 100 старших дошкольников с задержкой психического развития конституционального, соматогенного и психогенного происхождения (по классификации К.С.Лебединской), посещающие детские сады компенсирующего типа и получающие комплексную психолого-педагогическую помощь, соответствующую специфике их развития.

*Предмет* исследования: эмоциональная сфера старших дошкольников с ЗПР.

*Методы и методики:*

1. Биографический метод
2. Метод наблюдения
3. Беседа
4. Анкетный опрос родителей
5. Батарея методик Л.С. Цветковой.
6. Свободный рисунок
7. Методика «Волшебная страна чувств».
8. Модифицированная программа арт-терапевтических занятий, направленных на коррекцию эмоциональной сферы дошкольников с ЗПР «Мир цветов и чувств» (Л.Мардер).

**Структура работы:**

Диссертационная работа выполнена на 141 странице состоит из 3 глав, аннотации на русском и английском языках, введения, заключения, выводов, списка литературы из 71 источника, 11 приложений, проиллюстрирована 13 рисунками.

**Глава 1. Теоретическое исследование эмоциональных проявлений детей дошкольного возраста с задержкой психического развития.**

**1.1. Современные научные представления об эмоциях человека.**

Изучением эмоций занимались многие отечественные и зарубежные специалисты, такие как: Анохин П.К., Изард К.Е., Леонтьев А.Н., Павлов И.П., Рубинштейн С.Л., Симонов П.В. Их исследования довольно широко освещены в литературе.

И.П. Павлов отмечал, что «...эмоции связаны с деятельностью подкорковых образований» [47, С.242-243]*.*

П.К. Анохин определял эмоции (франц. emotion, от лат. emovere — возбуждать, волновать) — как физиологические состояния организма, имеющие ярко выраженную субъективную окраску и охватывающие все виды чувствований человека и его переживаний — от глубоко травмирующих страданий до высоких форм радости и социального жизнеощущения [6].

Огромное распространение получила потребностно-информационная теория П.В. Симонова [59, с. 44–56], согласно которой возникновение эмоций определяется некоторой потребностью и оценкой возможности удовлетворения этой потребности.

Согласно теории эмоций Симонова П.В., возникновение эмоции объясняется дефицитом прагматической информации, что вызывает отрицательно окрашенного характера эмоции: отвращение, страх, гнев и т.д. Эмоции же положительные ( интерес, радость) возникают в ситуации, когда приобретенная информация, по сравнению с уже существующим прогнозом, повышает вероятность удовлетворения потребности [58].

# Известный отечественный психолог С.Л.Рубинштейн обращал наше внимание на то, что человек переживает только то, что с ним происходит и им вершится [26].

Человек определенным образом относится к тому, что окружает его. Переживание этого отношения человека к окружающему составляет эмоции и сферу чувств и. Чувство (С.Л.Рубинштейн) – это отношение человека к миру, к тому, что он делает и испытывает, в форме непосредственного переживания.

Признаки эмоций:

1)эмоции выражают состояния субъекта, его отношение к какому-либо объекту;

2) эмоции отличаются полярностью (обладают отрицательным либо положительным знаком (оба этих полюса не являются обязательно внеположенными, нередко образуется сложное противоречие)).

С.Л. Рубинштейном выделяются три уровня эмоциональной сферы [55]:

1.Уровень органической эмоционально-аффективной чувствительности.

К этому уровню относятся тривиальные, физические чувствования – неудовольствия, удовольствия, связанные по преимуществу с потребностями органическими (тон, окраска отдельного ощущения или выражение разлитого органического самочувствия организма в целом).

2. Предметные чувства, соответствующие предметному действию и предметному восприятию.

3. Обобщенные чувства: чувство возвышенного, чувство юмора, иронии, трагического.

С.Л.Рубинштейн помимо чувств описывает аффекты и страсти, родственные чувствам, но отличные от них.

По С.Л.Рубинштейну аффект – яро и стремительно протекающий эмоциональный процесс взрывного характера, способный дать неподчиненную сознательному волевому контролю разрядку в действии.

Страсти – сильное, стойкое, продолжительное чувство, которое, обосновавшись в человеке, захватывает его и владеет им. Страсть всегда выражается в собранности сил и помыслов, сосредоточенности, устремленности их на единую цель. В страсти ярко выражен волевой момент стремления; страсть представляет собой неделимость волевых и эмоциональных и моментов; стремления в нем преобладают над чувствованиями.

Настроение–общее эмоциональное состояние личности, проявляющееся в строе всех ее проявлений. Настроение личностно, а не предметно.

По А.Н.Леонтьеву эмоции – проявляющееся во внешнем поведении человека более продолжительные состояния. Они носят явственно выраженный ситуационный характер, другими словами, выражают личностное оценочное отношение к вероятным или складывающимся ситуациям, к своей деятельности и своим проявлениям в них. Также они носят идеаторный характер – они способны предвосхищать события и ситуации, подлинно еще не наступившие, и возникают в связи с представлениями о воображаемых или испытанных ситуациях [37].

Чувства, по А.Н.Леонтьеву, имеют предметный характер, возникающий в результате специфического обобщения эмоций, соединяющегося с идеей или представлением о некотором объекте. Несовпадение эмоций и чувств– это несовпадение устойчивого эмоционального отношения к объекту и эмоциональной реакции на преходящую сложившуюся ситуацию [38].

Одной из наиболее удобных для практических целей, является классификация и теория эмоций К.Изардта [24].

К. Изард определяет эмоции как нечто, переживаемое как чувство, которое мотивирует, направляет и организует восприятие, мышление и действия. Автор подчеркивает, что эмоция мотивирует, руководит физической и мыслительной активностью индивида, фильтрует наше восприятие.

К. Изард выделил десять качественно различных "фундаментальных" эмоций:

* интерес-возбуждение-положительное эмоциональное состояние, содействующее развитию навыков и умений, приобретению знаний, мотивирующее обучение.

Интерес переживается человеком чаще, чем прочие эмоции. Он играет важную мотивационную роль в формировании и развитии навыков, умений и интеллекта. В паттерн эмоций, переживаемых в ситуации интереса, часто входит эмоция радости. Именно эмоция интереса ставить перед необходимостью индивида в течение длительного времени заниматься определенным видом деятельности или выработкой определенного навыка.   
Эмоция интереса несет в себе три основных функции: Биологическая-интерес служит источником энергии для поведения. Мотивационные функции можно отнести к одному из двух типов: первый, связанный с внутренними процессами, двигающим индивида к определенной цели или в установленном направлении; второй, связанный с социальной мотивацией. Социальная функция: человек – прежде всего социальное существо, для его цивилизации и благополучия требуется определенная степень порядка и социальной организации.

* Радость - положительное эмоциональное состояние, связанное с возможностью удовлетворить достаточно полно актуальную потребность, вероятность чего до этого момента была невелика или же неопределенна.

Радость одна из простейших эмоций с точки зрения мимического выражения и возможности расшифровки этого выражения.   
Социальная функция радости: формирование чувства взаимного доверия и привязанности между различными людьми.  
Биологическая функция радости. Когда мы переживаем эмоцию радости, все системы нашего организма функционируют свободно и легко, тело и рассудок находятся в расслабленном состоянии, и этот относительный физиологический покой позволяет восстанавливать затраченную энергию [16].

* удивление - эмоциональная реакция, не имеющая четко выраженного позитивного или негативного знака на неожиданно появившиеся обстоятельства. Удивление замедляет все предыдущие эмоции, направляя внимание на вызвавший его объект, и может трансформироваться в дальнейшем в интерес.
* горе-страдание - связанное с полученной достоверной или кажущейся таковой информацией, отрицательное эмоциональное состояние, о невозможности удовлетворения важнейших жизненных потребностей, которое до этого момента представлялось более или менее вероятным, чаще всего протекает в форме эмоционального стресса.
* гнев-ярость- отрицательное по своему знаку эмоциональное состояние, как правило, протекающее в форме аффекта и вызываемое внезапным возникновением на пути удовлетворения исключительно важной для личности потребности основательного препятствия.
* отвращение-омерзение-отрицательное эмоциональное состояние, вызываемое объектами (предметами, людьми, обстоятельствами и др.), контакт с которыми (физиологические взаимодействие, коммуникация в общении и пр.) вступает в резкое противоречие с нравственными, идеологическими, или эстетическими принципами и директивами субъекта. Отвращение, если оно совмещается с гневом, может в межличностных отношениях мотивировать агрессивное поведение, где нападение мотивируется гневом, а отвращение – желанием избавиться от кого-либо или чего-либо.
* презрение-пренебрежение-отрицательное эмоциональное состояние, возникающее в межличностных взаимоотношениях и порождаемое рассогласованием жизненных позиций, взглядов и поведения субъекта с жизненными позициями, взглядами и поведением объекта чувства. Последние представляются субъекту как низменные, не соответствующие установленным нравственным нормам и эстетическим критериям.
* страх-ужас- отрицательное эмоциональное состояние, проявляющееся при приобретении субъектом информации о возможной угрозе его жизненному благополучию, о реальной или мнимой опасности. В отличие от эмоции страдания, вызываемой прямым блокированием важнейших потребностей, человек, переживая эмоцию страха, располагает лишь вероятностным прогнозом возможного неблагополучия и действует на основе этого (часто недостаточно достоверного или преувеличенного прогноза).
* стыд-застенчивость-отрицательное состояние, выражающееся в осознании несоответствия личных помыслов, поступков и внешности не только ожиданиям окружающих, но и личным представлениям о надлежащем поведении и внешнем облике.
* Вина-раскаяние.

Вина стимулирует мыслительные процессы, как правило, связанные с осознанием проступка и с перебором возможностей для исправления данной ситуации. Для переживания вины присущи высокая степень напряжения, снижение уверенности в себе и умеренная импульсивность.  
Специфическая функция вины заключается в том, что она стимулирует человека откорректировать ситуацию, восстановить нормальный ход вещей. Эмоция вины играет роль в развитии личностной и социальной ответственности; вина или ожидание вины напрямую связаны с необходимостью и желанием соблюдать правила честной игры. Эмоция вины помогает ощутить страдания, боль и мучения обиженного нами человека, она ставить перед необходимостью искать подходящие слова и поступки, способные избавить человека от причиненной нами боли. Вина заставляет ощущать ответственность и таким образом содействует росту личности, ее зрелости и психологической состоятельности.

Первые три эмоции К.Изард (38) относит к положительным, остальные семь — к отрицательным. Каждая из фундаментальных эмоций лежит в основе целого спектра состояний, разнящихся по степени выраженности. В частности, в рамках такой одномодальной эмоции как радость можно выделить несколько: радость-удовлетворение, радость-восторг, радость-ликование, радость-экстаз и прочие. Из соединения фундаментальных эмоций возникают и все другие, более сложные, комплексные эмоциональные состояния. К примеру, тревожность может сочетать в себе страх, гнев, вину и интерес.

В последние годы исследования эмоций продолжаются. Так, в данный момент не существует единой опорной модели развития эмоциональной сферы личности. Различные современные ученые обращаются   
как к убеждения биологической функции эмоций и их врожденного характера (К.Изарда, Х.Остер, П.Экман (69) так и к признанию того, что эмоциональная сфера развивается на протяжении жизненного пути человека (С. Л. Рубинштейн, Л. С. Выготский, М. И. Лисина) [21, С. 685-687].

**1.2 Особенности эмоциональной сферы детей дошкольного возраста.**

*Дошкольное детство* – чрезвычайно короткий отрезок в жизни человека, всего первые семь лет. В этот период развитие идет как никогда бурно и стремительно. Развитие получают все стороны психики ребенка, тем самым закладывается фундамент для дальнейшего роста. Одним из основных направлений психического развития в дошкольном возрасте является формирование основ личности.

Ребенок начинает осознавать свое "Я", свою деятельность, активность, начинает оценивать себя объективно. Образуется соподчинение мотивов: возможность подчинить свои непосредственные побуждения осознанным целям. Ребенок научается в определенных пределах управлять своим поведением и деятельностью, предвидеть ее результат и контролировать выполнение. Усложняется эмоциональная жизнь дошкольника: обогащается содержание эмоций, формируются высшие чувства [61].

Маленький ребенок не умеет разумно распоряжаться своими эмоциями. Его чувства быстро возникают и так же быстро исчезают. С формированием эмоциональной сферы у дошкольника чувства становятся более рациональными, подчиняются мышлению. Но это происходит, когда ребенок усваивает нормы морали и соотносит с ними свои поступки [25, с.138].

Развитию эмоциональной сферы способствуют все виды деятельности ребенка, общение со взрослыми и сверстниками.

Дошкольник учится понимать не только свои чувства, но и переживания окружающих его людей. Он начинает различать эмоциональные состояния через мимику и пантомимику, по их внешнему проявлению. Ребенок может соболезновать литературному герою, сопереживать, разыгрывать, передавать в сюжетно-ролевой игре всевозможные эмоциональные состояния.

Чувства дошкольника непроизвольны. Они быстро вспыхивают, ярко выражаются и стремительно гаснут. Бурное веселье нередко может смениться слезами [16, с.131].

Вся жизнь ребенка раннего и дошкольного возраста подневольна его чувствам, но, при этом, управлять своими переживаниями он еще не может. Поэтому дети гораздо больше подвержены переменам настроения, чем взрослые. Их легко развеселить, но еще легче огорчить или обидеть. Ребенок, который катается по полу от смеха, может неожиданно расплакаться или прийти в отчаяние, а минуту спустя, с еще не высохшими глазами, опять заразительно смеяться [56, с.318]

С развитием эмоциональной сферы дошкольника постепенно происходит отделение субъективного отношения от объекта переживаний.

Развитие эмоций ребенка связано с различными социальными ситуациями. Нарушение привычной ситуации (изменение определенного режима, уклада жизни ребенка) может привести к появлению аффективных реакций, а также страха. Неудовлетворение (подавление) новых потребностей у ребенка в кризисный период может вызвать состояние фрустрации. Фрустрация может проявляться как агрессия (ярость, гнев, стремление напасть на противника) или депрессия (пассивное состояние). Когда ребенок начинает рисовать себя в трудных ситуациях или просто рисует свои страшные сны, это сигнал взрослому о неблагополучном эмоциональном состоянии.

Развитие эмоций и чувств у дошкольников зависит от множества условий.

Эмоции и чувства формируются в процессе общения ребенка с окружающими его взрослыми и сверстниками.

Отдельные стороны психики детей на разных возрастных этапах по-разному чувствительны к условиям воспитания. Чем младше ребенок и чем больше его беспомощность, тем существеннее обнаруживается его зависимость от условий его воспитания.

При недостаточных эмоциональных и теплых контактах может быть задержка эмоционального развития, которая может сохраниться на всю оставшуюся жизнь ребенка. Поэтому воспитатель должен стремиться к установлению тесных эмоциональных контактов с каждым отдельно взятым ребенком.

Взаимоотношения с другими людьми, их поступки - важнейший источник чувств дошкольника: нежности, радости, сочувствия, гнева и множества других переживаний.

Чувства, возникающие у ребенка по отношению к другим людям, легко переносятся и на персонажей художественной литературы - сказок, рассказов. Волнения могут возникать и по отношению к животным, игрушкам, растениям.

В семье ребенок имеет возможность испытывать целую гамму переживаний, поэтому для него очень важны доброжелательные взаимоотношения.

Неправильные внутрисемейные взаимоотношения могут привести (36):

1) к односторонней привязанности, чаще всего к матери. При этом ослабевает потребность в общении со сверстниками;

2) к ревности при появлении второго ребенка в семье, если первый ребенок чувствует себя обделенным;

3) к страху при выражении взрослыми отчаяния по минимальному поводу, угрожающему ребенку.

Волнение так же может возникнуть у ребенка в новой, неестественной ситуации. Страх может быть внушен ребенку. Например, страх темноты. Если ребенок испугался темноты, а взрослые не поддержали его в такой момент, то потом темнота сама по себе будет пугать его.

Взрослому необходимо оказывать содействие выделению и осознанию собственных состояний и переживаний ребенка. Как правило, дошкольники, особенно растущие в дефиците личностного общения, не замечают своих настроений, чувств, переживаний. Взрослый может выделить эти переживания для ребенка и подсказать их: "Тебе обидно, что друзья не приняли тебя в игру, ты очень расстроился, правда? Тебе приятно, что тебя похвалили за успешно сделанное задание? Ты гордишься своими успехами?» и т.п. Схожим образом можно открывать ребенку переживания других детей, особенно это, важно в конфликтных ситуациях.

При специально организованной деятельности (к примеру, музыкальные занятия, занятия в изо- студии) дети обучаются испытывать определенные чувства, связанные с восприятием музыки, живописи.

Так же эмоции особенно интенсивно развиваются в соответствующих возрасту дошкольников видах деятельности - в игре со сверстниками, в процессе выполнения коллективных трудовых занятий (уборка детской площадки, игровой комнаты) развивается эмоциональное единство группы дошкольников.

Чаще всего эмоции дошкольников сопровождаются выразительными движениями: пантомимикой, мимикой, голосовыми реакциями. Выразительные движения являются одним из средств общения детей. Развитие эмоций так же связано с развитием других психических процессов, в наибольшей степени - с речью.

В настоящее время значительное внимание уделяется возможностям развития эмоциональной сферы дошкольников. Особенно важно грамотно помочь детям увидеть, правильно понять, запомнить какие эмоции испытывают они сами и другие люди. Так, педагог-психолог Е.С.Абазян предлагает проводить занятия по знакомству с эмоциями, грамотному их формированию начиная с 3х лет. По мнению автора, детям 3-4 лет доступны для понимания и воспроизведения 4 основных эмоции: грусть, страх, злость и радость; 4-5 лет- восемь: грусть, удивление, страх, радость, обида, удовольствие, злость, отвращение. В 5-7 лет для детей уже доступны все 12 эмоций: грусть, радость, удивление, гнев, обида, страх, отвращение, удовольствие, стыд, скука, восхищение, интерес (1).

**1.3. Определение задержки психического развития.**

Задержка психического развития — понятие, сложившееся в отечественной психологии в 60-х гг. XX в. на основе и в следствии начавшегося на десятилетие раньше изучения детей, как испытывающих стойкие трудности в обучении в обычной (массовой) школе, так и таких, которые, будучи диагностированными как умственно отсталые, через непродолжительный период обучения в специальной (вспомогательной) школе начинали крайне успешно продвигаться вперед и обнаруживали значительные потенциальные возможности [53,c-65. ]

Так же есть более короткое, но не менее емкое определение: задержка психического развития -замедление темпа психического развития, преодолеваемое с возрастом при специальном организованном обучении(25).

Причины возникновения задержки психического развития можно разделить на две большие группы (3):

1) причины биологического характера;

2) причины социально – психологического характера.

К причинам биологического характера относят:

1) различные варианты патологии беременности (резус-конфликт, тяжелые интоксикации, и т.д.);

2) недоношенность ребенка;

3) родовые травмы;

4) различные соматические заболевания (рахит, тяжелые формы гриппа, хронические болезни – пороки внутренних органов, туберкулез, синдром нарушенного желудочно-кишечного всасывания и т.д.)

5) нетяжелые мозговые травмы.

Среди причин социально-психологического характера выделяют следующие:

1) ранний отрыв ребенка от матери и воспитание в полной изоляции в условиях социальной депривации;

2) дефицит полноценной, соответствующей возрасту деятельности: игровой, предметной, общение со взрослыми и т.д.

3) искаженные условия воспитания ребенка в семье (неправильный стиль семейного воспитания: гипоопека, гиперопека) или же авторитарный тип воспитания.

В основе ЗПР лежит взаимодействие социальных биологических и причин.

Систематизируя формы ЗПР В Певзнер М.С. выделяет следующие [49]:

1.ЗПР, обусловленную психическим и психофизическим инфантилизмом

Инфантилизм – нарушение темпа созревания наиболее поздно формирующихся мозговых систем. Инфантилизм может быть дисгармонический (обусловлен явлениями органики головного мозга) и гармонический (связан с нарушением функционального характера, незрелостью лобных структур) и дисгармонический (обусловлен явлениями органики головного мозга);

2. Задержку психического развития, обусловленную длительными церебрастеническими и астеническими состояниями.

Астения- резкая ослабленность соматического и неврологического характера, обусловленная функциональными и динамическими нарушениями центральной нервной системы. Астения может быть соматическая и церебрально-астеническая (повышенная истощаемость нервной системы) [43].

Классификация основных видов ЗПР по К.С. Лебединской строится исходя из этиологического принципа и включает 4 основных варианта ЗПР (41):

1)ЗПР конституционального характера-дети с несложным гармоническим инфантилизмом, сохраняющие черты более младшего возраста, у них не развивается учебный, преобладает игровой интерес. Такие дети при благоприятных условиях показывают хорошие результаты выравнивания.

2) ЗПР соматогенного происхождения (причина- перенесение ребенком соматического заболевания). К этой группе относят детей с соматической астенией, признаками которой являются истощаемость, ослабленность организма, сниженная выносливость, неустойчивость настроения, вялость, и т.п.

## 3) ЗПР психогенного происхождения (причина – неблагоприятные условия в семье, искаженные условия воспитания ребенка (гиперопека, гипоопека (23).

4) ЗПР церебрально-астенического генеза (причина - мозговая дисфункция). К этой группе относят детей с церебральной астенией-повышенной истощаемостью нервной системы.

У детей наблюдаются:

неврозоподобные явления; повышенная психомоторная возбудимость; апатико-динамическое расстройство– снижение пищевой активности, общая вялость, аффективные нарушения настроения, двигательная расторможенность.

В клинико-психологической структуре каждого из перечисленных вариантов ЗПР имеется специфическое сочетание незрелости эмоциональной и интеллектуальной сферы (36).

**1.4. Особенности функционирования и развития эмоциональной сферы детей с задержкой психического развития.**

Термин "задержка психического развития" употреблялся ранее и до сих пор употребляется в самых разных значениях. Первоначально в том же смысле использовался термин "задержка умственного развития", но в дальнейшем ученые и практики доказали, что целесообразнее говорить о "задержке психического развития", так как трудно представить себе, что личность ребенка развивается соответственно возрасту: формируются нравственные понятия, интересы, а умственное развитие отстает.

На практике правомерным считается говорить о "задержке психического развития" у детей дошкольного и младшего школьного возраста. Ставя данный диагноз детям более старшего возраста, можно скорее говорить о "задержке психического развития в прошлом".

Однако часто этот термин употребляется в более широком значении, когда специалисты, врачи или патопсихологи, констатируют неблагополучие детского развития. В тех случаях, когда очевидно отставание в развитии ребенка, но диагноз еще не установлен, говорят о "задержке".

Часто это бывает при диагностике детей младшего дошкольного возраста, когда нужно пролонгированное наблюдение и дополнительные исследования для того, чтобы поставить точный диагноз. В этом случае медицинский диагноз может быть весьма различным: генетическое заболевание, умственная отсталость, начальная стадия психического заболевания, сенсорный дефект. Тогда диагноз "задержка психического развития" является лишь сигналом возможной патологии развития [49, с.15].

Весьма часто дети с резидуально-органическими нарушениями нервной системы отличаются от своих сверстников неразвитостью эмоциональной сферы. На вопросы "Что ты чувствуешь?", "Какое у тебя настроение?", такой ребенок зачастую отвечает "Хорошо", "Плохо", "Не знаю", не дифференцируя различные оттенки своих состояний. Как известно, зрелый, интеллектуально полноценный человек обладает огромным набором различных эмоциональных реакций (как положительных, так и отрицательных) на всевозможные ситуации.

Эмоциональная сфера дошкольников с ЗПР имеет следующие особенности: низкая степень осознанности эмоциональных переживаний, сниженный по сравнению с нормой уровень контактности, неадекватность формулировок, большое количество протестных реакций. Эти особенности проявляются как преобладание пассивной позиции с оборонительными чертами; хроническое эмоциональное напряжение и невротические симптомы, депрессивные черты, отражающиеся в повседневном поведении и игре.

По мнению К.С. Лебединской, нарушения эмоциональной сферы у дошкольников с ЗПР наблюдаются чаще, чем у психически здоровых детей. Автор отмечает следующие возможные причины данных расстройств: частые, либо пролонгированные стрессы, разочарования и конфликты, как результат интеллектуальной недостаточности, дефицит критичности (17).К.С. Лебединская выделяет следующие отличительные черты эмоциональной сферы, характерные для дошкольников с ЗПР разного типа:

1. ЗПР конституционального происхождения – эмоционально-волевая сфера находится на значительно более ранней ступени развития, во многом схожей с эмоциональной сферой детей младшего возраста. Характерными чертами являются гипертимия, непринуждённость и яркость эмоциональных реакций при их поверхности и нестойкости, легкая внушаемость.

2. ЗПР соматического происхождения – эмоциональная незрелость обусловлена стойкой астенией, развивающейся в результате различных соматических заболеваний. Преобладает сниженный эмоциональный фон, зачастую выражается неадекватность эмоциональных проявлений, слабая способность к волевому напряжению при реализации различных видов деятельности.

3. Психогенная форма ЗПР – эмоциональная сфера развиваться на фоне различных вариантов патологического формирования личности (зачастую зависит от системы воспитания в семье):

* по типу психической неустойчивости – встречается в условиях гипоопеки, с характерными чертами патологической незрелости эмоционально-волевой сферы в виде аффективной лабильности, импульсивности, повышенной внушаемости на фоне недостаточного уровня сформированности знаний и представлений;
* по типу «кумира семьи» – в условиях гиперопеки, в которой у ребенка не развиваются черты самостоятельности, инициативности, ответственности, а характерны черты эгоцентризма, установка на постоянную помощь и опеку;
* по невротическому типу – в ситуациях негативных и грубых, жестоких, нередко с применением физической силы, отношений в семье, когда закономерно формируется робкая, пугливая, нерешительная, малоактивная, несамостоятельная личность (17).

К линиям развития эмоциональной сферы детей с ЗПР могут быть отнесены преобладание установок на недоверие старшим детям или взрослым вплоть до открытой враждебности; агрессивные тенденции, сочетающиеся с выраженной асоциальной симптоматикой.

У дошкольников с задержкой психического развития наблюдается отставание в развитии эмоций, наиболее выраженными проявлениями которого являются эмоциональная лабильность, неустойчивость, легкость смены настроения и контрастных проявлений эмоций. Они легко и, с точки зрения наблюдателя, часто немотивированно переходят от смеха к плачу и наоборот.

Отмечается нетолерантность к фрустрирующим ситуациям. Незначительный повод может вызвать эмоциональное возбуждение и даже резкую аффективную реакцию, неадекватную ситуации.

Нередко у дошкольников с задержкой психического развития отмечается состояние беспокойства, тревожность (68).

В отличие от нормально развивающихся детей, дошкольники с задержкой психического развития фактически не нуждаются во взаимодействии со сверстниками. Играть чаще всего они предпочитают в одиночку. У них не отмечается выраженных привязанностей к кому-либо, эмоциональных предпочтений кого-то из сверстников, т.е. не выделяются друзья, межличностные отношения неустойчивы.

Взаимодействие носит ситуативный характер. Дети предпочитают общение со взрослыми или с детьми старше себя, но и в этих случаях не проявляют значительной активности.

Существенно отметить своеобразие проявлений регулирующей роли эмоций в деятельности дошкольников с задержкой психического развития. Трудности, которые встречают дети при выполнении заданий, часто вызывают у них резкие эмоциональные реакции, аффективные вспышки(24). Такие реакции возникают не только в ответ на действительные неудачи. Эта боязнь значительно снижает продуктивность детей в решении интеллектуальных задач и приводит к формированию у них заниженной самооценки.

Недоразвитие эмоциональной сферы проявляется в худшем, по сравнению с нормально развивающимися детьми, понимании эмоций, как чужих, так и собственных. Успешно опознаются только конкретные эмоции. Собственные простые эмоциональные состояния опознаются хуже, чем эмоции изображенных на картинах персонажей. Можно предположить, что эти проявления трудностей в понимании эмоций связаны с несформированностью соответствующих образов-представлений. Вместе с тем следует отметить, что дошкольников с задержкой психического развития достаточно успешно выделяют на картинах причины эмоциональных состояний персонажей, что оказывается недоступным умственно отсталым дошкольникам.

**1.5. Структурные компоненты эмоциональной сферы, характерные для детей с задержкой психического развития.**

Структура нарушений эмоциональной сферы включает системные характеристики и ведущие эмоциональные проявления. К системным характеристикам относятся: личностная тревожность, тревога, обусловливающая соматизацию, иррациональная агрессивность. Ведущие эмоциональные проявления, определяющие специфику группы детей с ЗПР, - неадекватная вербальная активность в эмоциогенных ситуациях, низкая эмоциональная компетентность, высокая эмоциональная лабильность, выраженная эмоциональная истощаемость, устойчивая трофотропность. Выявленные характеристики одновременно являются параметрами оценки эмоциональных нарушений дошкольников с ЗПР.

Кроме выделения структуры эмоциональных нарушений дошкольников с ЗПР, возможно выявление составляющих характеристик каждого компонента.

*Личностная тревожность* - склонность человека к частым и интенсивным переживаниям тревоги (переживание неопределенной угрозы, неясной опасности), а также в низком пороге его возникновения. (25). В настоящее время преобладает точка зрения, согласно которой тревожность, имея природную основу, складывается в результате действия социальных и личностных факторов. В детстве причиной бывают нарушения отношений с родителями, а также тревожность может порождаться внутренними конфликтами, преимущественно самооценочного характера. Тревожность является показателем неблагополучия психического развития и, в свою очередь, оказывает на него отрицательное влияние.

Тревога, обуславливающая соматизацию- переживание эмоционального дискомфорта, связанное с ожиданием неблагополучия, предчувствием будущей опасности. В отличие от страха, как реакции на реальную опасность, тревога - переживание неопределенной, безобъективной угрозы. Согласно другой точки зрения, страх испытывается при витальной угрозе (целостности и существования организма, человека как живого существа), а тревога - при социальной угрозе. Во многих контекстах тревога и страх могут использоваться как взаимозаменяемые понятия. Частое проявление тревоги может стать следствием обострения хронических заболеваний, снижению иммунитета и другим нарушениям здоровья.

Иррациональная агрессивность - устойчивая или временная черта характера, проявляющаяся во враждебности человека в отношении других людей, животных, а также по отношению к предметам окружающего мира, стремление нанести им вред, уничтожить, разрушить. Агрессивность не выступает как вынужденная, ответная реакция на угрозу или враждебные действия в отношении его самого. Агрессивность может быть вызвана различными причинами: неправильное воспитание, ненормальное психическое состояние, частые фрустрации.

Высокая эмоциональная лабильность - быстрый переход от одного эмоционального состояния к другому.

Низкая эмоциональная компетентность - низкая способность к выражению чувств.

Эмоциональная истощаемость - быстрая утрата эмоциональных сил, невозможность деятельности в течение длительного периода времени.

Аффект - сильное и относительно кратковременное эмоциональное переживание, сопровождаемое резко выраженными двигательными и висцеральными проявлениями (25).

Астенические эмоции - слабо выраженные и, как правило отрицательные эмоциональные переживания человека, снижающие его активность, общий физический и психологический тонус и отрицательно влияющие на работоспособность человека: грусть, разочарование, подавленность, отчаяние.

# Недоразвитие эмоций - недостаточность или отсутствие эмоциональных реакций на окружающее (62).

В дошкольном возрасте отсутствует или снижен дифференцированный интерес к окружающим, к игровой деятельности. Наблюдается при выраженном психическом недоразвитии.

Эмоциональная неадекватность - несоответствие основного оттенка настроения, формы аффективного реагирования актуальной жизненной ситуации, тусклость или парадоксальность эмоциональных реакций, отсутствие эмоциональной сопереживания и созвучности.

Эмоциональная холодность - недостаточность эмоциональных реакций, связанных, зачастую, с межличностными отношениями.

Эмоциональная незрелость - состояние эмоциональной сферы, выражающееся в крайней неустойчивости и изменчивости эмоциональных реакций, капризности с инфантильным оттенком. В этих случаях не всегда можно с точностью решить, какие именно представления и ощущения вызвали внезапную перемену в настроении (33).

Выявленные характеристики одновременно являются параметрами оценки нарушений эмоциональной сферы дошкольников с ЗПР. Таким образом для исследования эмоциональной сферы детей с ЗПР необходимо продиагностировать степень выраженности некоторых компонентов. Мы в своем исследовании проведем диагностику тревожности и высших чувств детей с нормальным уровнем психического развития и детей с ЗПР (35, с.87).

**1.6. Возможности коррекции методами арт-терапии.**

Понятие «Арт-терапия» возникло в контексте идей З. Фрейда и К. Юнга (2) и рассматривалось в психотерапевтической практике как один из методов терапевтического воздействия, помогающий посредством изобразительного творчества психически больным людям выразить свои скрытые психотравмирующие переживания в картинах и тем самым освободиться от них (43 ).

Обратимся к различным определениям категории «арт-терапия»:

1. Динамическая система взаимодействия между участником (ребенком, взрослым), продуктом его изобразительной творческой деятельности и арт-терапевтом (психологом, педагогом) в арт- терапевтическом пространстве (29).
2. Арт-терапия может рассматриваться в качестве терапевтической процедуры, основанной на базе изобразительного творчества [27. С.37-56].
3. Здравоохранительная инновационная технология.

Вместе с тем технология арт-терапии отличается творческой вариативностью. Ведь символический язык рисунка точнее, нежели слова, передает содержание внутреннего мира личности, естественен и привлекателен, понятен в любом возрасте людям разных культур (34).

Эффективные арт-терапевтические формы должны соответствовать следующим требованиям (50):

– нацеленность на длительный эффект, что подразумевает не только их способность вызывать изменения, но и поддерживать эти изменения продолжительное время – они не должны носить слишком рациональный характер, так как последнее препятствует развитию эмоционального процесса;

– вселять чувство надежды – преодоление трудностей, исцеление от боли, успешное применение терапевтических стратегий;

– предоставлять успешный опыт в процессе преодоления препятствий;

– трансформировать эмоции, используя соответствующие символы;

– пробуждать сильные и глубокие эмоции.

На сегодняшний день самыми распространенными направлениями арт-терапии являются следующие ее виды (19):

* музыкотерапия;
* библиотерапия;
* песочная терапия;
* вокалотерапия;
* кинезитерапии;
* имаготерапия;
* либропсихотерапия;
* изотерапия.

Рассмотрим каждый вид арт-терапии более подробно.

Музыкотерапия (МТ) — это вид арттерапии, где музыка используется в лечебных или коррекционных целях. В настоящее время музыкотерапия является целым психокоррекционным направлением, имеющим в своей основе два аспекта воздействия: *психосоматическое* (в процессе которого осуществляется лечебное воздействие на функции организма) и *психотерапевтическое* (в процессе которого с помощью музыки осуществляется коррекция отклонений в личностном развитии, психоэмоциональном состоянии). Именно катарсистическое (очищающее) воздействие музыки позволяет использовать ее в таком качестве в коррекционной работе с детьми, имеющими проблемы в развитии.

Во многих исследованиях по музыкотерапии (4), С.С.Корсаков (22,32), Г. П. Шипулин, (46).Л. С. Брусиловский (*9*), И. Р. Тарханов, А. Н. Борисов, Л. А. Батурина, И. В. Темкин, В. И. Петрушин (52), В. С. Шушарджан (65)) в качестве проявлений лечебного и коррекционного воздействия выделяются следующие:

• регулирование физиологических функций организма, психовегетативных процессов;

• регуляция психоэмоционального состояния, катарсис;

• приобретение новых средств эмоциональной экспрессии, повышение социальной активности;

• коррекция коммуникативной функции, облегчение усвоения новых положительных установок и форм поведения;

• активизация творческих проявлений.

Музыкотерапия организуется в индивидуальной и групповой формах (45). Каждая из этих форм может быть представлена в трех видах: *активной,* *рецептивной, интегративной* музыкотерапии.

*Рецептивная (пассивная) музыкотерапия* характеризуется тем, что пациент в музыкотерапевтическом сеансе участвует относительно активно в непосредственном действии.

Музыкальное воздействие может осуществляться в процессе прослушивания специально созданных аудиомузыкальных программ «Антистрессовая», «Бронхиальная астма» и др., помогающие в лечении соответствующих соматических заболеваний.

# *Активная музыкотерапия* предполагает активное включение пациента (ребенка) в процесс посредством пения *(вокалотерапия) (*65), или движения *(кинезитерапия —* танцетерапия, хореотерапия (7)) и игры на музыкальных инструментах *(инструментальная музыкотерапия).* Активное участие в музыкотерапевтическом сеансе самого пациента (ребенка), получающего возможность выразить самого себя, свое непосредственное эмоциональное состояние движением, пением, игрой на инструменте, приводит к разрешению внутреннего конфликта и, в дальнейшем, к к регуляции функций организма, стабилизации психоэмоционального состояния.

Активная музыкотерапия во всех ее вариантах помогает формировать у пациента оптимистическое, жизнеутверждающее мироощущение. Активная музыкальная деятельность (пение, движение, игра на музыкальных инструментах) обеспечивает возможность выстроить «Я-концепцию» в музыкально-творческом проявлении [13].

Вокалотерапия-в благоприятном воздействии пения на человека можно выделить два аспекта:

— коррекция психоэмоционального состояния (Л. С. Брусиловский, В. И. Петрушин (19);

— лечебно-оздоровительная направленность пения (В. С. Шушарджан, А. И. Попов, Е. В. Макаров).

Механизм лечебно-оздоровительного воздействия пения основывается на использовании системы активного классического вокального тренинга, целью которого является, коррекции нарушенных функций и повышение резервных возможностей организма человека [40, С. 8-25].

Вокальный тренинг, основанный на принципах классического пения, состоит из специальных упражнений, осуществляющих биоакустическую стимуляцию жизненно важных органов, из упражнений, повышающих адаптационные и интеллектуально-эстетические человеческие возможности. Подтверждением огромного влияния классического пения на организм человека является перечень певцов-долгожителей (И. С. Козловский, М. Д. Михайлов, С. Я. Лемешев, П. Г. Лисициан и др.).

Раскрывая механизмы вокалотерапии, С. В. Шушарджан отмечает, что в процессе вокалотерапии происходит стимуляция работы внутренних органов за счет активных движений диафрагмы и мышц брюшного пресса, грудной клетке а также вибрационных процессов, возникающих в результате фонации (64).

Коррекционное лечебное воздействие обеспечивается и в процессе «обучения основам нижнереберно-диафрагмального дыхания, как наиболее физиологичного» (51), которое благоприятно влияет на общее состояние организма человека.

Коррекция психоэмоционального состояния средствами вокалотерапии осуществляется как в *индивидуальной* (сольное пение), так и *групповой* (хор, ансамбль) формах.

*Б*олгарские ученые Л. Бонев, А. Слынчев, Ст. Банков, (50) впервые использовавшие термин «кинезитерапия», отнесли ее к неспецифически действующим терапевтическим факторам и определили, что различные формы и средства движений изменяют общую реактивность организма, повышают его устойчивость, разрушают патологические динамические стереотипы, возникающие во время болезни, и создают новые, обеспечивающие необходимую адаптацию.

Сюда входят:

* танцетерапия. В ее основе применения лежит снятие через танец мышечного напряжения, появившегося в результате стресса.
* *теории телесной терапии* В. Райха и А. Лоуэна (39). Суть этой теории заключается в том, что психические травмы, получаемые человеком в течение своей жизни, заключаются в так называемом мышечном панцире, тормозящем импульс и свободное выражение эмоций. Гибкое расторможенное тело оказывается более способным к широкому спектру эмоциональных переживаний и выходу отрицательных эмоций. Осознание возможностей своего тела в выполнении тех или иных поз, движений, жестов означает вместе с тем и осознание своих чувств
* *Коррекционная ритмика* — это вид активной музыкальной терапии и кинезитерапии, в основе которой лежит синтез музыко-ритмо-двигательного воздействия. Основателем метода ритмической гимнастики является швейцарский педагог, композитор Э. Жак-Далькроз (12), в который выделил музыкальную ритмику в отдельную отрасль музыкальной педагогики. При помощи сочетания ритма, музыки и движения Э. Жак-Далькроз решал задачу «воспитания ритма при помощи ритма» (сначала у музыкантов), а затем, используя специально подобранные упражнения, развивал у детей, начиная с дошкольного возраста, музыкальный слух, память, внимание, ритмичность, пластическую выразительность движений. А позже, в 1926 г., в России на ее основе создается лечебная ритмика (47).
* *психогимнастика* (63). Основная цель психогимнастики — научить ребенка справляться с жизненными трудностями. Ребенок должен осознать, что между мыслями, чувствами и поведением существует связь и что эмоциональные проблемы вызываются не только ситуациями, но и их неверным восприятием.

Имаготерапия опирается на теоретические положения об образе, а также о единстве личности и образа (30). В соответствие с этим, задачами имаготерапии являются:

— укрепление и обогащение эмоциональных ресурсов и коммуникативных возможностей;

— воспитание способности адекватного реагирования на возникновение неблагоприятных ситуаций, а также способность выполнять роль, соответствующую течению событий, — принимать адекватный образ и «уходить» таким путем от деформированного образа своего «Я»;

— развитие способности к творческому воспроизведению специально показанного «лечебного» образа, что приобретает самостоятельное значение в оздоровлении личности;

— тренировка способности к мобилизации жизненного опыта в нужный момент, воспитание волевых качеств, способностей к саморегуляции;

— создание в процессе имаготерапии определенного творческого интереса, обогащающего жизнь новым содержанием.

Изотерапия дает положительные результаты в работе с детьми с различными проблемами — *задержкой психического развития, речевыми трудностями, нарушением слуха, умственной отсталостью, при аутизме,* где вербальный контакт затруднен.

Рисуночная терапия в этом случае рассматривается, в первую очередь, как проекция личности ребенка, как символическое выражение его отношения к миру. Изобразительно-игровое пространство, материал, образ в рисунке являются для таких детей средством психологической защиты, которое помогает в трудных обстоятельствах (70).

Характеризуя коррекционную направленность рисуночной терапии, используемой в работе с детьми, О. А. Карабанова (28) определяет три принципиальных ее отличия от учебных уроков рисования.

1. Цели и задачи рисуночной терапии: изотерапия — это самовыражение в рисунке и моделирование конфликтной ситуации, а на уроках рисования — овладение средствами и техниками изображения.
2. Продукты изобразительной деятельности: в терапии качество рисунка не выступает важным критерием его оценки. На учебных занятиях основным при анализе рисунка является мера и качество овладения ребенком системой изобразительных средств.
3. Различие функций взрослого в терапевтическом и учебном (дидактическом) рисовании. На учебных занятиях эти функции сводятся к передаче ребенку новых способов и средств изображения и организации процесса их усвоения ребенком. В изотерапии психолог помогает детям осознать и разрешить проблемную ситуацию, внешне ее выразить в творчестве и определить выход из нее.

**1.7. Специфика использования арт-технологий в коррекционно-развивающей работе с дошкольниками и младшими школьниками с задержкой психического развития.**

## Основные направления психолого-педагогической коррекции

Задержка психического развития поддаётся коррекции при грамотно организованной развивающей среде в пределах психофизических возможностей детей (5).

Динамика психического развития ребенка с ЗПР зависит от варианта дефекта, уровня интеллектуально-эмоционального развития, особенностей умственной работоспособности, своевременной коррекционной работе.

Трудности построения коррекционных программ объясняются многообразием проявлений задержки психического развития, сочетанием незрелости эмоционально-волевой сферы и несформированностью познавательной деятельности. Коррекционная работа с дошкольниками с ЗПР направлена в основном на формирование базовых составляющих психического развития.

Разрабатывая программы коррекционной работы с детьми с ЗПР, важно ориентироваться на: исследование интеллектуального, эмоционального и личностного развития; формирование базовых составляющих психического развития (сенсомоторное развитие детей, формирование структуры мыслительной деятельности , развитие перцептивных и интеллектуальных действий); формирование операционной и мотивационно-потребностной сфер; коррекция эмоционального развития: предупреждение эмоциональных расстройств, формирование базовой аффективной регуляции; коррекция речевого развития: звукопроизношения, фонематических процессов, смысловой стороны речевой деятельности; развитие навыков коммуникативной деятельности, умения строить конструктивные взаимодействия в группе.

Формирование общей способности к обучению детей с ЗПР старшего дошкольного возраста в условиях дошкольного учреждения происходит в процессе всех видов их деятельности

Дети с задержкой имеют потенциальные возможности к компенсации дефекта, формированию интеллектуально-эмоциональной готовности к школьному обучению при условии ранней диагностики, коррекционно-развивающей направленности воспитания и обучения в детском саду и целенаправленной подготовки к школе.

Как отмечает О. А. Матвеева (42), особое значение арт-технологий для развития детей с ЗПР младшего школьного возраста заключается в том, что они позволяют прямо ставить перед детьми творческую задачу, давать задание сочинить, придумать, сделать что-то самостоятельно. При выполнении творческих заданий у детей возникает необходимость самостоятельно выражать и комбинировать свои впечатления, создавать что-то новое, находить различные решения при выполнении старых заданий, широко использовать свой прошлый опыт.

Для эффективного развития высших психических процессов весьма важно развитие сенсорно-перцептивной сферы, моторики. В дошкольном возрасте формируется общий эмоциональный фон психической жизни ребенка, когда усваивается «язык» чувств. Изобразительные материалы являются лучшими помощниками для выражения эмоционального состояния и для обогащения эмоционального мира ребенка. Важно, что на занятиях арт-терапии ребенок может выражать не только положительные, но и негативные эмоции, перенося их на рисунок или поделку. Он может порвать не понравившийся рисунок, сломать и переделать поделку из теста или глины, пачкаться изобразительными материалами, полностью закрасить свою работу и создать на ее месте новую, комкать бумагу. Это хороший способ снижения эмоционального напряжения.

Важной особенностью младшего школьного возрастного периода, как отмечает С. Г. Рыбакова (57), является постепенное зарождение истинных мотивационных форм поведения, направленных на достижение успеха. При проведении коррекционно-развивающей работы важно подчеркивать успешность каждого ребенка. Обратить внимание на его старания, так как в процессе арт-терапии удовлетворяется актуальная потребность ребенка в признании, позитивном внимании, ощущении собственной успешности и значимости. Так же высвобождается психологическая энергия, которая тратится ребенком на неэффективное напряжение. Ребенок начинает чувствовать себя более спокойно, расслабляется. Психологическая защита в виде демонстративности, негативизма, агрессии уступает место инициативности, творчеству.

Непроизвольные рисунки, как правило, отражают сиюминутные переживания, а для личности характерна склонность к непрерывным изменениям ее составляющих. Поэтому необходимо изучить серию работ, выявить закономерности, особенности изображения, характерные для работ этого ребенка: повторяющиеся детали, характер линий, размеры изображения, расположение фигур в пространстве листа, выбор цвета.

Основную роль при оценке рисунка играет целостное его восприятие и интерпретация рисунка самим ребенком [31].

**Глава 2. Организация и методы исследования.**

**2.1. Постановка проблемы: цель, задачи, гипотеза исследования**

Исследование проведено на 100 старших дошкольниках с диагнозом задержкой психического развития конституционального, соматогенного и психогенного происхождений (классификация К.С. Лебединской), посещающие детские сады компенсирующего типа и получающие комплексную психолого-педагогическую помощь, соответствующую специфике их развития.

*Гипотеза: исследования:* средства арт-терапии обладают значительным коррекционным потенциалом в отношении эмоциональной сферы старших дошкольников с задержкой психического развития, что может быть подтверждено на примере краткосрочных и долгосрочных результатов использования коррекционной программы арт-терапевтических занятий «Мир цветов и чувств» (Л. Мардер).

**Цель** работы-исследование эффективности психологической коррекции эмоциональной сферы старших дошкольников с задержкой психического развития средствами арт-терапии (с использованием техники изо- деятельности).

*Задачи* исследования:

# Теоретическое исследование современных представлений об особенностях эмоциональной сферы детей с задержкой психического развития и коррекционном потенциале методов арт-терапии.

1. Изучение особенностей эмоциональной сферы старших дошкольников с задержкой психического развития.
2. Исследование возможностей коррекции нарушений эмоциональной сферы старших дошкольников с задержкой психического развития средствами арт-терапии в ходе лонгитюдного исследования.
3. Анализ эффективности использования программы арт-терапевтических занятий «Мир цветов и чувств» (Л. Мардер) для коррекции эмоциональной сферы старших дошкольников с задержкой психического развития.

Апробация коррекционной программы была проведена нами ранее при подготовке к написанию магистерской диссертации [71. c 134].

После первичной диагностики дети были случайным образом разделены на две группы равной численности.

Экспериментальную группу составили 50 детей, с которыми проводилась коррекционная работа с использованием программы направленной на коррекцию нарушений эмоциональной сферы методами арт-терпапии.

В контрольную группу вошли 50 детей, не принимавших участие в программе.

После первого этапа коррекционной работы была проведена диагностика с целью прослеживания динамики изменений в эмоциональной сфере детей обеих групп.

В дальнейшем, после завершения каникул (4 месяца, с мая по сентябрь) с детьми повторно была проведена диагностическая и коррекционная работы.

По завершении коррекционной работы по программе была проведена контрольная диагностика эмоциональной сферы старших дошкольников обеих групп с целью сравнительного анализа и оценки эффективности проведенной нами программы.

**2.2Методы и методики исследования**

**2.2.1 Биографический метод**

Предметом биографического метода является жизненный путь человека, в процессе которого формируется личность, происходит сложный процесс становления человека, формирование готовности к выполнению различных общественных функций, выработка индивидуальных ценностей, мировоззрения, характера и способностей человека. Основными источниками биографических данных являются официальные биографические документы (характеристики, отзывы, автобиографии) и практические результаты деятельности (активность в общественной работе, успешность в выполнении различных нормативов и заданий и т.п.). Биографические данные, полученные с помощью различных методов, для облегчения их последующего анализа упорядочиваются в хронологической таблице.

Нами биографические данные были получены из документации, хранящейся в образовательном учреждении и непосредственно из беседы с детьми и педагогами. По причине закрытого характера медицинской документации, нам была доступна информация о возрасте детей, их родителях, диагнозе и времени поступления в детский сад.

**2.2.2 Метод наблюдения**

Наблюдение – метод психологического исследования, состоящий в преднамеренном, систематическом и целенаправленном восприятии и фиксации проявлений поведения, получения суждений о субъективных психических явлениях наблюдаемого. По характеру организации наблюдение было систематическим. При проведении наблюдения были обеспечены такие условия, чтобы не отвлекать наблюдаемого от работы, не сковывать его действия, не делать их мене естественными. Вследствие высокой субъективности этого метода были предприняты следующие меры: отказ от преждевременных обобщений и выводов, многократность наблюдения, сочетание его с другими методами исследования (66).

Предметом наблюдения выступили вербальные и невербальные акты поведения ребёнка в определенной социальной среде и ситуации:

а) речевые акты, их содержание, последовательность, направленность, частота, продолжительность, интенсивность, экспрессивность, особенности семантики, лексики, грамматики, фонетики, синхронизация;

б) выразительные движения, экспрессия лица, глаз, тела, звуков;

в) движение, перемещения и неподвижные состояния людей, дистанция между ними, скорость и направление движения, соприкосновения;

г) физическое воздействие: касание, толчки, удары, поддержка, совместные усилия, передача, отнятие, задержка;

д) сочетание перечисленных признаков.

Цели и задачи наблюдения соответствуют целям и задачам исследования в целом.

В процессе наблюдения преимущественно фиксировались следующие параметры: особенности вступления в контакт, степень активности, характер работы, характеристики внимания, адекватность предъявляемого поведения, наличие проявлений агрессивности.

Наблюдение производилось в различных условиях: при выполнении детьми заданий, в процессе межличностного общения в группе (игра, беседа и пр.), в ситуации взаимодействия ребёнка с педагогом.

**2.2.3 Беседа**

Беседа - метод психологического изучения личности, заключающийся в получении диагностически значимой информации о личности испытуемого в ходе равноправного и равнопозиционного общения с ним.

В зависимости от целей использования данного метода, беседа может быть ознакомительной, диагностической, экспериментальной, профилактической и т.д.

Нами метод беседы был использован для решения следующих задач:

- установление контакта с ребёнком;

- поддержание его мотивации при выполнении заданий;

- обеспечения благоприятного психологического климата в группе и в условиях индивидуальной работы.

А также для получения информации об особенностях испытуемых от педагогов, работающих с ними.

**2.2.4. Анкетный опрос родителей (18).**

Для выявления причин эмоционального неблагополучия дошкольников необходимо определить ситуации или объекты, вызывающие негативные, травмирующие психику переживания. В этом случае целесообразно провести анкетный опрос родителей или других людей из близкого окружения ребенка с целью выявления психологического микроклимата в семье.

**Анкета №1.**

**Фамилия, имя ребенка**

**Возраст**

**Ф.И.О Родителей**

1. Как Ваш ребенок засыпает?

* Быстро;
* Медленно;
* Требует, чтобы с ним сидели;
* Требует, чтобы не гасили свет.

1. Как он спит?

* Крепко, спокойно;
* Неспокойно;
* Вскрикивает;
* Плачет;
* Разговаривает во сне.
* 3. Как просыпается?
* сразу;
* не сразу.
* 4. В каком настроении просыпается Ваш ребенок?
* веселый, спокойный;
* раздражительный;
* грустный;
* в слезах.

5. Как он ест?

* охотно, не выбирает пищу, быстро, сам;
* неохотно, выбирает пищу, медленно, с помощью взрослых.

6. С каким настроением Ваш ребенок идет в детский сад?

* радостным;
* иногда не хочет;
* часто отказывается;
* капризничает;
* другое.

7. В чем Вы видите причину нежелания ребенка идти в детский сад?

* трудности в отношениях с воспитателем;
* трудности в отношениях со сверстниками;
* привязанность к матери;
* позднее засыпание вечером;
* другие причины.

8. Замечаете ли Вы проявление страха у Вашего ребенка?

•да;

• иногда;

• нет.

9. Если замечаете, то при каких обстоятельствах?

• в темной комнате;

• при наказаниях, окриках;

• при недовольстве взрослых его поведением;

• когда слушает страшную сказку;

• когда видит собаку, змею;

• без видимой причины.

10. Как проявляется страх у ребенка?

• плачет;

• убегает;

• впадает в ярость;

• зовет взрослых;

• справляется сам.

11. Часто ли ребенок бывает сердитым, агрессивным?

• часто;

• иногда;

• редко.

12. Как Ваш ребенок реагирует на агрессию со стороны других детей и взрослых (когда на него кричат, отнимают игрушки, угрожают и т. д.)?

• ответное нападение;

• плачет;

• проявляет гнев (бросает игрушки, мимическое выражение эмоций, словесное;)

• замыкается, «уходит в себя»;

• уходит, убегает от обидчика.

13. Чему радуется Ваш ребенок?

• новой игрушке, подаркам;

• встрече близкими людьми;

* + встрече со сверстниками, друзьями;

• когда вы вместе играете;

• совместным походам в театр, цирк и т. д.

14. Что вызывает у него огорчение?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. На что он обижается?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

16. Часто ли ребенок плачет?

• да;

• нет.

17. Какое обычно состояние у ребенка?

• спокойное;

• плаксивое;

• возбужденное.

18. Как быстро проходит у него переживание?

• быстро;

• не очень быстро;

• через длительное время.

19. Умеет ли Ваш ребенок выразить свое сочувствие близким?

• да;

• редко;

• нет.

20. Какие эмоции наблюдаются в игре по отношению   
к предметам и игрушкам?

• доброжелательный интерес;

• агрессивность;

• безразличие.

21. Как ребенок относится к животным?

• доброжелательный интерес, желание поиграть;

• страх;

• агрессивность;

• безразличие.

22. Какие эмоции преобладают по отношению к сверстникам во время игры?

* • доброжелательность;
* • агрессивность;
* • безразличие.
* 23. С кем из детей группы Ваш ребенок наиболее часто общается?
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 24. Рассказывает ли дома о своих взаимоотношениях с детьми?
* да;
* иногда;
* нет.
* 25. Жалуется ли на сверстников?
* да;
* иногда;
* нет.
* 26. На что жалуется в отношениях со сверстниками?
* дети не принимают в игру;
* обижают;
* не хотят дружить;
* отнимают игрушки;
* шумят.
* 27. Какой Ваш ребенок в общении с другими детьми?
* • уравновешенный;
* • терпеливый;
* • чуткий;
* • уступчивый;
* • приветливый;
* • вспыльчивый;
* • склонный чаще командовать, чем подчиняться.
* 28. Умеет ли ребенок отстаивать свои интересы перед взрослыми?
* • да;
* • не всегда;
* •нет.
* 29. Умеет ли ребенок отстаивать свои интересы перед сверстниками?
* •да;
* • не всегда;
* нет.
* 30. Каким образом он отстаивает свои интересы?
* • находит аргументы;
* • упрашивает;
* • вежливо требует;
* • агрессивно требует;
* • плачет.
* 31. Как, на Ваш взгляд, влияют детско-родительские отношения в семье на общение ребенка со сверстниками и взрослыми в детском саду?
* • прямого влияния не оказывают;
* • благополучие семейных отношений – это эмоциональный тыл ребенка, облегчающий его жизнь в детском саду;
* • сущность семейных отношений еще недостаточно понятна ребенку, поэтому \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Предлагаемая анкета частично может быть использована и для опроса воспитателей, работающих с детьми.

***Анкета № 2***

1. С каким настроением Ваша дочь (сын) идет в детский сад?

• радостно;

• иногда не хочет;

• часто отказывается;

• капризничает;

• другое.

2. В чем Вы видите причину нежелания ребенка идти в детский сад?

• трудности в отношениях с педагогом;

• со сверстниками;

• привязанность к матери;

• позднее засыпание вечером;

• другие причины.

3. Как складываются у Вашей дочери (сына) взаимоотношения со взрослыми?

* *Благополучно* (с кем именно):

• с воспитателями;

• с помощником воспитателя;

• с музыкальным руководителем;

• инструктором по физкультуре;

• с педагогами дополнительного образования;

•с другими специалистами.

* *Неблагополучно* (причины*):*

• иногда бывают конфликты;

• обижается на взрослых за то, что наказывают;

• не разрешают брать игрушки;

• другое.

4. С кем из детей группы Ваш ребенок наиболее часто общается? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Рассказывает ли дома о своих взаимоотношениях с детьми?

• да;

• иногда;

• нет.

6. Жалуется ли на сверстников?

• да;

• иногда;

•нет.

7. На что жалуется?

• дети не принимают в игру;

• обижают;

• не хотят дружить;

• отнимают игрушки;

• шумят.

8. Что Вам хотелось быт изменить в отношениях дочери (сына) с ровесниками?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Есть ли у Вашего ребенка чувство собственного достоинства? В чем оно проявляется? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Как Ваш ребенок обычно реагирует на агрессию со стороны других детей, взрослых (когда на него кричат, отнимают игрушки, угрожают и т. д.)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Какой Ваш ребенок в общении с другими детьми?

• уравновешенный;

• терпеливый;

• чуткий;

• уступчивый;

• приветливый;

• вспыльчивый;

• склонен чаще командовать, чем подчиняться;

•другой \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Как, на Ваш взгляд, влияют детско-родительские отношения в семье на общение ребенка со сверстниками и взрослыми в детском саду?

* • прямого влияния не оказывают;
* • благополучие семейных отношений – это психологическая защита, эмоциональный тыл ребенка, облегчающий его жизнь   
  в детском саду;
* •сущность семейных отношений еще недостаточно понятна ребенку, поэтому \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.2.5. Экспериментально-психологические методики**

**Батарея методик Л.С. Цветковой.**

Батарея методик Л. С. Цветковой впервые описана в её книге в 1988 году (61).

Назначение. Комплекс методик представляет собой программу изучения различных сторон эмоциональной сферы дошкольников, в том числе и с аномальным развитием.

Возрастной диапазон применения методики-дошкольный возраст.

В данную батарею методик вошли следующие тесты:

1) Восприятие и оценка эмоционального содержания

А) картин. Материал. Сюжетные картинки разного эмоционального содержания («В последний путь» и «Тройка» Перова).

Инструкция: «Скажи, это весёлая или грустная картинка? Почему? Эти картинки похожи или это одна и та же картинка?».

Б) ситуаций.

Инструкция: «Ты идёшь по улице видишь, как автобус раздавил собаку. Как ты к этому относишься? Тебе весело? Тебе грустно? Тебе всё равно?».

Таким образом исследуется состояние эмоциональных отношений, их развитость, адекватность / неадекватность, вязкость, уплощённость, негативизм. Изучается состояние глубинных структур мозга, лобных и височных областей полушарий.

2) Исследование сопереживания.

Материал. Картинки, вызывающие сострадание: «Опять двойка», «Последняя весна» П. Клодта.

Инструкция: «Скажи, что здесь нарисовано? Веселое или грустное событие? Как ты к этому относишься? Тебе весело? Грустно? Или все равно?».

3) Отношение к родным и близким.

Материал. Картинки: женщины, мужчины, девочки, мальчики, собаки и др.

Инструкция: «Представь себе, что это портрет твоей мамы, папы, сестры, брата, а это просто мальчик, дядя, собака. Разложи картинки так, чтобы на месте была картинка того, кого ты больше всех любишь, а затем следующую, кого ты тоже любишь, но уже немножко меньше и т. д. Последней положи картинку того, кого ты совсем не любишь. А куда положить твою фотографию?».

Исследуется сформированность системы эмоциональных отношений.

4) Связь эмоциональных состояний с мимикой.

Материал. Картинки-схемы (хамеры). Лица без рта.

Инструкция: «Дорисуй рот в каждой картинке, чтобы человек был:

-веселый; - грустный; - плачет; - не веселый и не грустный».

Исследуется восприятие и эмоциональное состояние других людей - невербальное общение; соотнесение эмоций с мимикой лица.

5) Воспроизведение эмоций.

Инструкция: «Нарисуй что-нибудь весёлое, радостное. А теперь грустное, печальное. Покажи на лице радость, печаль, горе».

Исследуется воспроизведение эмоций, связь мимики с эмоциями (Е.П. Ильин, 2001).

Методика ***«Волшебная страна чувств»*** была разработана Т.Д. Зинкевич-Евстигнеевой в рамках программы по сказкотерапии. Данная методика сочетает в себе элементы восмицветового теста Люшера и методики ЦТО (15).

Процедура проведения: Перед ребенком раскладывается восемь карандашей в соответствии с цветами по восьмицветовому тесту Люшера и бланк методики (см.приложение Н)

Инструкция к данной методике составляется в виде сказки и состоит из двух этапов. *1 этап*: «Далеко-далеко, а может быть, и близко, есть волшебная страна, и живут в ней Чувства: Радость, Удовольствие, Страх, Вина, Обида, Грусть, Злость и Интерес. Живут они в маленьких цветных домиках. Причем каждое Чувство живет в домике определенного цвета. Кто-то живет в красном домике, кто-то в синем, кто-то в черном, кто-то в зеленом... Каждый день, как только встает солнце, жители волшебной страны занимаются своими делами.

Но однажды случилась беда. На страну налетел страшный ураган. Порывы ветра были настолько сильными, что срывали крыши с домов и ломали ветви деревьев. Жители успели спрятаться, но домики спасти не удалось.

И вот ураган закончился, ветер стих. Жители вышли из укрытий и увидели свои домики разрушенными. Конечно, они были очень расстроены, но слезами, как известно, горю не поможешь. Взяв необходимые инструменты, жители вскоре восстановили свои домики. Но вот беда — всю краску унес ветер. У тебя есть цветные карандаши. Пожалуйста, помоги жителям и раскрась домики».

*2 этап:* «молодец! Ты раскрасил домики и поселил в них чувства. Справа от тебя на листе нарисовано тело человека, это твое тело, пожалуйста, посели в нем чувства, раскрасив его так, чтобы каждому нашлось место».

**2.2.5 Проективные методики.**

# Свободный рисунок (54).

Для статистической проверки или стандартизации результат анализа может быть представлен в описательной форме.

Метод исследования построен на теории психомоторной связи. Для регистрации состояния психики используется, в том числе, исследование моторики.

Материалы. Лист бумаги А4, простой мягкий карандаш, ластик, цветные карандаши (для детей младшего возраста).

Инструкция. Ребёнку предлагается в свободной форме нарисовать то, что бы ему хотелось.

Проведение методики. Детям дают лист белой бумаги и карандаш(и). после начала рисования взрослый не вмешивается в процесс выполнения задания. Как только ребёнок закончил рисовать, его можно попросить ответить на некоторые вопросы о том, что он нарисовал, и уточнить неоднозначные моменты.

Анализ результатов. Первое впечатление даёт информацию об индивидуальных эмоциональных реакциях ребёнка, степени его эмоциональной зрелости, психической уравновешенности. Далее следует переход к анализу отдельных деталей изображения. Любые отклонения и противоречия в толковании частного признака с целостным восприятием рисунка должны быть специально проанализированы. Однако приоритет остаётся за общим впечатлением. Не менее важно выяснить, как сам ребёнок относится к данному рисунку.

**Аспекты анализа рисунка:**

Формальный:

- Семантика расположения в пространстве;

- Графологические признаки (характеристики идеомоторных актов, анализ линий, пространственно-символический аспект, направление линий и характер контура).

Содержательный:

- центральная смысловая часть рисунка;

- тематический аспект;

- необычные детали, название.

**Примерный бланк анализа рисунка ребенка. (10).**

Испытуемый (ая)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Возраст\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Поведенческий аспект:

* Последовательность изображения: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Темп рисования: повышенный-средний- сниженный (нужное подчеркнуть).
* Особенности поведения при рисовании\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Стилевой аспект:

* Нажим: сильный-средний-слабый;
* Тип линий: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Тип контура: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Перечень исправленных элементов: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Пространственный аспект:

* Размер рисунка: большой-средний-маленький;
* Расположение рисунка: завышенное-по центру-заниженное, смещенное влево-по центру-смещенное вправо;
* Другие особенности расположения рисунка: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Симметричность: повышенная симметричность-асимметричность;
* Перечень асимметричных (искаженных) элементов: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Изображение фигуры в целом: анфас-профиль-со спины
* Соотношение размеров: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Динамические характеристики: фигура в движении-статичная фигура;
* Средняя линия: отсутствует-прорисована;
* Поза фигуры: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Структурный аспект:

* Тема рисунка: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Степень и характер детализации: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Интерпретация. Необходимо выявить степень принятия / отвержения рисунка, так как в нём проявляются собственные черты личности ребёнка.

Прежде всего, обращают внимание на размер основной части рисунка и её расположение на листе. Размер связан с самооценкой ребёнка, а её расположение с уровнем притязаний. Наиболее адекватным считается достаточно большой рисунок, расположенный в средней части листа. Оно говорит об уверенности ребёнка в себе, но не идеализации, его стремлении проявить себя, получить высокую оценку, но не любой ценой. Расположение в верхней части листа говорит о завышенном, а в нижней – о заниженном уровне притязаний. Также важно оценить размещение фигуры по горизонтали: фигура, сдвинутая влево (или смотрящая влево), может говорить об инфантильности ребёнка, его стремлении в детство, наоборот, смещение вправо может свидетельствовать о направленности ребёнка на будущее, его стремлении стать взрослым.

Большое значение имеет преобладание горизонтальных или вертикальных линий. Вытянутая по горизонтали фигура говорит о неуверенности, тревожности, а господство вертикальных линий, наоборот, об уверенности, агрессивности, стремлении к лидерству.

Следует обратить внимание на штриховку рисунков. Сильная, с нажимом прямая штриховка часто связана с внутренним напряжением ребёнка, стремлением к высокой оценке, лидерству. Косая штриховка с сильным нажимом, часто выходящая за пределы контура, также говорит о нервном напряжении ребенка, но скорее с тенденцией к неуверенности в себе, обидчивости, нервозности. Штриховка кругами связана с инфантилизмом, стремлением быть защищенным кем-то, тяге к любви, ласке, которых ему не хватает (Т.А. Данилина, 2004).

**2.2.6. Узнавание эмоций по выражению лиц, изображенных на рисунках.**

Для целей этого исследования был использован набор из 12 рисунков с различными выражениями лиц «Наши эмоции и чувства». Детей просили определить, что чувствует человек на рисунке.

**2.2.7. Программа арт-терапевтических занятий «Мир цветов и чувств» (автор Л.Мардер (14)).**

Модификация коррекционной программы состоит во внесении в список используемых методик в хоте программы методики «Пальцем окрашивания тест», не предусмотренной автором в основной программе. Апробация данной программы осуществлена нами в ходе предыдущих экспериментов, опубликованных в сборнике «Ананьевские чтения-2015» [71.C 134].

Цели работы:

• устранение неэффективного психологического напряжения;

* стабилизация эмоционального состояния.

Задачи:

• отреагирование актуальных состояний;

• снятие эмоционального напряжения;

• коррекция механизмов психологической защиты;

• коррекция тревожности, негативных установок, социальных барьеров;

• поощрение позитивных форм активности (творчества, инициативы в

решении задач, сдерживания негативных реакций и др.);

• знакомство с основными эмоциями человека;

• развитие умения контролировать свои действия;

• развитие воображения.

Место проведения: оборудованное помещение (кабинет), удобное для работы.

Частота встреч: 4 раза в неделю в течении 4х месяцев ( 17 недель), перерыв ( повторная диагностика после проведения программы, каникулы, диагностика) , повторение программы.

Так же в программу включена методика «Пальцем окрашивания тест.»

Тематический план занятий:

|  |  |
| --- | --- |
| № занятия, рабочее название | Материалы и оборудование |
| Неделя 1-2 | |
| *Занятие №1.*  *«Знакомство».*  *Проведение методики «пальцем окрашивания тест»* | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |
| **Неделя 2-3** | |
| Занятие №2  «Радость» | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |
| ***Неделя 3-4*** | |
| *Занятие #3*  *«Грусть»* | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |
| **Неделя 4-5** | |
| Занятие № 4 *«Страх»* | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |
| **Неделя 5-6** | |
| Занятие № 5 *«Удивление»* | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |
| **Неделя 6-7** | |
| Занятие № 6 *«Злость»* | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |
| **Неделя 7-8** | |
| *Занятие №7*  *Свободное рисование* | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |
| **Неделя 8-15** | |
| *Повторение занятий*  *№2-№6* | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |
| **Неделя 16** | |
| *Повторение занятия №7* | * Гуашь, кисть, емкость для воды, трафарет для смешивания красок, вода * Бумага А4 |

Описание работы.

Занятие №1. «Знакомство».

В ходе занятия детям предлагается порисовать красками. Но рисовать не кисточками, как они уже привыкли, а пальцами.

При проведении занятия необходимо:

* помочь детям попробовать порисовать пальцами (важно при этом рисовать вместе с ребенком, особенно, если он боится).
* Вместе с ребенком обозначать те эмоции, которые возникают в процессе рисования.

Методика «Пальцем окрашивания тест».

Детям предлагается шесть основных цветов: синий, черный, красный, коричневый, зеленый и желтый. Далее детям дается **инструкция**:

«Здесь имеется шесть основных цветов, которые можно использовать в любых сочетаниях для получения любого эффекта. Мы не используем кисти, потому что у нас есть десять пальцев. Пять на одной руке и пять на другой. Это гораздо больше чем одна кисть. Делайте все, что вы хотите сделать и скажите мне, когда закончите». После того, как рисование закончено, дети рассказывают, что они нарисовали.

Занятие №2. «Радость», №3 «Грусть», №4 «Страх», №5 «Удивление», №6 «Злость».

Сначала с детьми обсуждается, что такое, по их мнению, страх, удивление, радость, грусть, злость. После этого дошкольникам предлагается из 16 красок выбрать те цвета, которые, по их мнению, соответствуют понятиям «радость, грусть, страх, удивление, злость»». После этого дети рисуют в свободной форме рисунки по заданной теме.

Занятие №7. Свободное рисование.

На этом занятии детям разрешается нарисовать все, что им захочется. После рисования каждый рисунок разбирается совместно и ведущим.

**2.3. Математические методы обработки результатов (44).**

* Описательная статистика;
* Критерий хи-квадрат для таблиц сопряжености (распределения частот).

**Глава 3. Исследование возможностей коррекции нарушений эмоциональной сферы дошкольников с задержкой психического развития средствами арт-терапии**

**3.1 Результаты первичного исследования.**

В исследовании приняли участие 100 детей в возрасте 6-7 лет с диагнозом ЗПР, в том числе 63 мальчика и 37 девочек.

Рис.1. Количество детей, принявших участие в исследовании.

У всех обследованных нами детей психолого-медико-педагогической комиссией диагностирована задержка психического развития конституционального, соматогенного и психогенного происхождений (классификация К.С. Лебединской). Все дошкольники получают комплексную психолого-педагогическую помощь в рамках образовательных учреждений.

Первичное наблюдение позволило выявить следующие особенности исследуемой группы детей:

Большинство дошкольников контрольной и экспериментальной групп заинтересованы в установлении межличностного контакта, при этом примерно 70% налаживает его довольно-таки легко и быстро, другие же дети в контакт вступают не сразу, а по истечении небольшого промежутка времени. Только 1 ребенка не проявлял заинтересованности во взаимодействии через 2 недели проведения диагностики, но принимал активное участие в коррекционной программе. При обращении к медицинскому работнику ДОУ выяснилось, что у ребенка стоят диагнозы ММД и гиперактивность с дефицитом внимания. С данным ребенком диагностическая работа не проводилась, а данные, полученные в ходе коррекционной работы не были включены в данные по выборке.

Большая часть детей предпочитают групповую игру индивидуальной. Чаще всего они играют группой по 4-5 человек, либо вдвоем.

Рис.2. Процент детей, предпочитающих групповую/индивидуальную игру

Важно отметить, что чаще всего мальчики играют с мальчиками, а девочки только с девочками. Но при включении воспитателя или другого педагога в процесс создания игры охотно вступают во взаимодействие с детьми противоположного пола.

Так же, в ходе наблюдения, нами было замечено, что детям присуща частая смена эмоциональных состояний. Так, играя, они могу внезапно разозлиться на что-либо, проявить агрессию по отношению к другим детям или же чаще к игрушкам, либо расплакаться. У 12 детей было отмечено сильное стремление к лидерству. У нескольких детей ярко прослеживалась стереотипность действий. У нескольких девочки было отмечено стремление к тесному телесному контакту с воспитателями, при дальнейшей беседе с воспитателями и при проведении анкетирования родителей нами была выявлен дефицит внимания к ребенку со стороны родителей, у одной девочки и вовсе, как оказалось, за месяц до проведения программы погибла мама.

Внимание детей отличается недостаточными глубиной и устойчивостью. При проведении занятий многие дети быстро истощаются (в основном по прошествии 15 минут), это делает необходимым переключение внимания на другие виды деятельности, что отражает теоретические соображения многих авторов, в том числе К.С. Лебединской (1982) **(35**), О.В. Защиринской (2007). Важно отметить, что только при работе с семью детьми из экспериментальной выборки понадобилось применить директивный подход, так как они начинали просить исследователя сделать задание за них, либо помочь им, потому что они «не умеют». Остальные же дошкольники демонстрируют удовольствие от выполнения заданий и стараются выполнять задания как можно более аккуратно, продлевая тем самым время концентрации внимания.

Результаты, полученные нами при первичном исследовании с использованием батареей методик Л.С.Цветковой говорят о несформированности правильных эмоциональных отношений в 15 % случаев. Дети часто неправильно понимали сюжет картин. Даже после объяснения сюжета исследователем они не меняли свое мнение, настаивая, к примеру, на том, что на картине «В последний путь» изображен веселый сюжет, потому что люди идут кататься на санках. В 3 случаях дети проявили вовсе неадекватную реакцию, сказав, что смерть-это весело.

При исследовании сопереживания было выявлено что 24 ребенка равнодушно отнеслись к сюжетам картин,20 показали неадекватную реакцию, просили помощи исследователя. И лишь 6 испытуемых из выборки проявили сострадание.

У большинства детей (37 человек) не сформирована система эмоциональных отношений к своим близким, у остальных же детей она сформирована. Здесь интересно отметить, что в большинстве к числу дошкольников с несформированной системой относятся дети, которые сразу же на первое место выбирали себя, объясняя это тем, что себя они любят больше всего на свете. У пятерых детей из числа тех, у кого не сформирована система эмоциональных ценностей, на последнем месте находился отец, так как он либо ушел из семьи, либо, как говорили дети, наказывал их. Так же у 10 детей на первом месте стояли домашние животные, как любимые друзья.

У 65 % детей искажено соотнесение эмоций с мимикой. В оставшихся 35 % дети хорошо справились с заданием прорисовывания эмоций, а также адекватно оценивают эмоции человека в процессе невербального общения. При проведении данного задания 1 ребенок не смог дополнить ни одного рисунка, аргументируя это тем, что он не знает и не умеет рисовать. В данном случае можно говорить о том, что ребенок плохо понимает эмоциональное состояние окружающих. Это подтвердилось при наблюдении за ним в группе и при просьбе показать эмоции на собственном лице. Девочка смогла правильно показать только эмоцию «радость»-она слегка улыбнулась. Остальные же эмоции всегда сопровождались испуганным выражением лица и полными слез глазами.

Несколько детей смогли лишь частично правильно дополнить картинки. В основном трудности возникали при просьбе нарисовать человека - «не веселого и не грустного».

Лишь 6 детей успешно воспроизвели эмоции при помощи мимики и средств художественной выразительности. Остальные испытывали затруднения при выполнении одного из этих заданий. Большинство (25 человек) успешно воспроизводили эмоции при помощи мимики, но сталкивались с трудностями при выражении эмоций посредством рисунка; другие, наоборот, легко справлялись с прорисовыванием эмоций, но затруднялись при их воспроизведении при помощи мимики.

Анализ рисунков показал, что у 60% детей можно отметить сильный нажим карандашом при рисовании. Сильный нажим свидетельствует о повышенном психомоторном тонусе, эмоциональной напряженности. Равномерный сильный нажим возможен при ригидности, склонности к «застреванию» на тех или иных переживаниях и действиях. У 15% нажим сильно варьируется в зависимости от рисунка (в одних рисунках он сильнее, в других-слабее). Это признак повышенной эмоциональной лабильностью. Так, при рисовании грустных картинок дети чаще усиливали нажим на карандаш. Во многих таких рисунках, при уточнении у ребенка сюжета, выяснялось, что он рисует то, чего он боится, что ему не нравится.

У 9 детей преобладает уменьшение размера рисунков. Это часто служит признаком снижения настроения и часто встречается при депрессивных и субдепрессивных состояниях. Оно может также свидетельствовать об общей заторможенности, пассивности и о сниженной самооценке.

У других 13 детей наблюдались колебания размера рисунков. При свободном рисовании у них преобладали рисунки среднего размера (на 2/3 страницы),а при рисовании веселых/грустных рисунков-маленькие изображения, либо чрезмерно большие. Такие рисунки говорят об эмоциональной лабильности, частой смене настроений. Так один мальчик при рисовании веселого/грустного рисунка нарисовал чрезмерно больших человечков

Увеличение размера рисунков характерно для состояния эмоционального возбуждения. Такие рисунки часты при острой тревоге, в состоянии стресса. Они встречаются также при гиперактивности или в состоянии патологического возбуждения.

У четверых детей контуры рисунков тщательно прорисованы, но при этом штриховка рисунка выходит за контур, которые могут говорить о стремлении (порой агрессивном) защититься от окружающих. Так, одна девочка при рисовании специально прорисовывала все контуры ручкой и лишь после закрашивала карандашами. В дальнейшем при наблюдении за ее поведением в группе было отмечено, что она старается играть только с одной девочкой, к мальчикам относится с опаской, на попытки поиграть с ней отвечает агрессией.

Наиболее часто в рисунках детьми использовались следующие цвета: чёрный, оранжевый, красный, зеленый, жёлтый, синий.

Это может говорит о стремлении к защите, о проявлениях агрессии, грусти, желании проявить себя, стремлении к радости, благополучию.

На рисунках чаще всего преобладают рисунки компьютерных игр, сюжеты фильмов. При этом использовались чаще всего черный, зеленый и красный цвета. У девочек, при рисовании мульт. героев-фей, преобладал розовый цвет, большое количество деталей. Сказочных персонажей, как правило, выбирают дети, стремящиеся к тому, чтобы их заметили, оценили. Они часто используют большое количество разных декоративных деталей, завитков, необыкновенных зверей, изящных узоров.

При изображении семьи двое детей использовали черный цвет, что может говорить о не очень благоприятной атмосфере в домашнем окружении.

**3.2 Результаты повторного исследования.**

По данным повторного проведения батареи методик Л.С. Цветковой можно говорить о некотором улучшении распознавания эмоций других людей.

Повысился уровень восприятия эмоционального содержания ситуаций и картин. Если при первичной диагностике лишь 10 детей показали адекватность эмоций, то при повторной диагностике их количество увеличилось до 16и. Лишь у одного ребенка в экспериментальной группе при повторной диагностике не были выявлены изменения, у шестерых изменения в лучшую сторону произошли, но все равно остались на уровне уплощенности эмоций. В контрольной группе у 2 детей не были выявлены изменения, у 8 изменения проявились лишь частично. Пять дошкольников проявили адекватность эмоций.

Статистически значимо (р <0,1) увеличилось количество проявлений сопереживания детьми. Они стали лучше чувствовать эмоциональное состояние других и угадывать их настроение. Так, если изначально только 6 детей проявляли сострадание, то при вторничной диагностике их число увеличилось до 22.

Отношения с родными и близкими подверглись изменениям в лучшую сторону. На 44% в экспериментальной и на 20% в контрольной.

Улучшилось соотнесение эмоций с мимикой, почти все дети кроме 3 человек в экспериментальной группе демонстрируют адекватность установления соответствия. В то время как в контрольной группе только 30 детей грамотно соотносят эмоции с мимикой.

Воспроизведение эмоций при помощи мимики и средств художественной выразительности стало более успешным.

В рисунках детей появилось большее количество ярких цветов и оттенков (различные оттенки зелёного, оранжевого, синего, жёлтого и красного). Сохранилась тенденция к использованию чёрного цвета, но уже в сочетании с другими красками и сюжетами.

Рисунки в большинстве своем располагаются в середине или верхней трети листа, размер их адекватен содержанию. Нажим карандаша с сильного сменился на средний, стало меньше штриховки, линии стали тщательнее прорисовываться.

Содержательная сторона рисунков изменилась, в сторону увеличения разнообразия сюжетов, либо же в сторону изменения уже нарисованного ранее сюжета в более положительную сторону.

**3.3. Диагностика долгосрочных результатов использования программы арт-терапевтических занятий «Мир цветов и чувств» для коррекции эмоциональной сферы старших дошкольников с ЗПР.**

После перерыва в коррекционной программе на летние каникулы (часть детей оставалась в группах, но коррекционная работа не проводилась, так как большинство дошкольников не посещало ДОУ) нами была проведена диагностика для оценки эффективности проведенной ранее коррекционной работы.

Наблюдение позволило выявить у детей сохранение полученных ранее знаний об эмоциональном состоянии окружающих и себя. Часть детей, приходя на занятия, говорили, какого цвета сегодня их настроение, и в какой части их тела находится данный цвет (соотнесение цвета и эмоций по методике «Волшебная страна чувств»).

Анализ результатов, полученных в ходе беседы с детьми и воспитателями так же показал положительные тенденции. При возвращении в ДОУ после перерыва дети более охотно вступали во взаимодействие, стали более усидчивыми и охотнее посещали занятия с педагогами.

По результатам использования батареи методик Цветковой Л.С. можно говорить о небольшой тенденции к снижению показателей успеваемости. Так, если в конце первого этапа коррекционной программы 24 ребенка успешно распознавали эмоции других людей по картинкам, то при повторной диагностике этот показатель снизился до количества 19и человек. Восприятие и оценка эмоционального восприятия картин и ситуаций остались на прежнем уровне 32%.

По данным исследования сопереживания в экспериментальной группе увеличился процент детей, проявивших сострадание, в то время как в контрольной группе этот показатель остался на прежнем уровне.

Так же важно отметить что за время перерыва в коррекционной работе в экспериментальной группе отношение к родным и близким изменилось в лучшую сторону у троих детей, в то время как в контрольной группе это отношение изменилось в худшую сторону у одного ребенка.

Рис.3. Отношение к родным и близким.

Заметно снизились показатели по шкале «связь эмоциональных состояний с мимикой» в обеих группах. Так, в экспериментальной группе этот показатель снизился с 94% до 74 %, в то время как в контрольной группе с 60% до 30%.

Воспроизведение эмоций улучшилось в обеих группах. Такая положительная динамика может объясняться тем, что дети с коррекционных занятий переносили полученный опыт на повседневную жизнь. И в независимости от условий (ДОУ или дом) дети продолжали практиковаться в изображении и узнавании эмоций самостоятельно.

Несмотря на снижение результатов, мы можем говорить о том, что коррекционная программа сохраняет свое воздействие на протяжение длительного времени.

В рисунках детей сохранились тенденции к применению более ярких цветов, нежели в первой серии эксперимента. Дети в основном рисовали сюжетные картинки о том, как они провели лето. Лишь у одного ребенка рисунок получился мрачным (выбор пал на черный, красный, коричневый и темно-зеленый цвета). На нем была изображена дорога и много машин. Так же была нарисована «наша» машина, в дальнейшем перечеркнутая и зарисованная горой. При беседе с исследователем ребенок объяснил, что летом ездил к бабушке на машине, и поездка ему очень не понравилась. В машине было жарко, мало места и ехали они очень долго. Таким образом, посредством рисунка ребенок выразил свое неудовольствие от поездки и свои негативные эмоции. Такой рисунок тоже можно рассматривать со стороны положительной динамики, так как ребенок смог объяснить свои переживания и дать им негативную окраску и выразить их в конструктивной форме.



Рис.4. Рисунок машинки.

Так же нами повторно был проведен анкетный опрос родителей. По его результатам можно сделать вывод о том, что большинство родителей стали более осторожны в проявлении негативных эмоций по отношению к другим при ребенке. Стали проводить с ребенком больше времени и обращать на детей больше своего внимания.

**3.4. Финальная диагностика.**

После проведения второй серии коррекционных мероприятий нами была проведена четвертая-финальная диагностика изменений нарушений эмоциональной сферы дошкольников.

По результатам наблюдения можно сделать заключение о том, что дети стали более охотно взаимодействовать со сверстниками и взрослыми (в частности стали здороваться и разговаривать с родителями других детей из группы). Если раньше в группе между детьми спор решался дракой, теперь же дети стараются договориться, попросить необходимую вещь, а не отбирать ее.

В беседе с педагогами было отмечено, что дети стали более усидчивыми, при выполнении заданий стремятся к аккуратности и могут помочь другому ребенку, если у того что-либо не получается. Сюжетные игры в группе сместились в сторону проигрывания ролевых моментов. К примеру, мальчики стали включаться в игру «Дочки-матери» в роли отцов.

По результатам проведения методики «Волшебная страна чувств» дети стали рисовать на карте тела в большинстве случаев эмоции радости, удовольствия и интереса, обозначая их яркими цветами.

По результатам батареи методик Цветковой можно сделать вывод о значительных положительных изменениях по всем измеряемым показателям.

Приведем график первичной и финальной диагностик.

Рис. 5. Первичная и финальная диагностика.

Распознавание эмоций других людей по картинкам увеличилось с узнавания девятью детьми до сорока трех.

Детей, которые успешно распознавали эмоции до коррекции - 10 человек. После коррекции эти показатели возросли до 43. Детей с искаженным воспроизведением до коррекции было 30. После коррекции 27 детей стали распознавать эмоции успешно, а у 7 так и осталось искаженное воспроизведение. Дошкольников, не давших ответа до коррекции, было 11 человек. Из них все после коррекции стали распознавать эмоции успешно, Различия между результатами до и после коррекции являются статистически значимыми на уровне р <0,05.

Восприятие и оценка эмоционального восприятия картин и ситуаций вышло на уровень адекватности у сорока трех детей, в то время как изначально наблюдалось только у десяти. При исследовании сопереживания в финальной диагностике сорок пять детей проявили сострадание, в начале диагностики эта цифра равнялась шести.

Так же выявлено повышение показателей по шкале отношение к родным и близким на 72%.

Связь показателей эмоциональных состояний с мимикой статистически значимо (р <0,05) увеличилась и адекватное соотнесение с мимикой отмечено у всей экспериментальной выборки.

Успешное воспроизведение эмоций при помощи средств художественной литературы и мимики поднялось на уровень сорока шести человек из пятидесяти.

Данные результаты могут говорить о успешности коррекционной программы в сторону повышения уровня показателей по всем обозначенным в методике шкалам.

При анализе рисунков детей было отмечено снижение эмоционального напряжения как при выполнении задания, так и в сюжете рисунков. Преобладающими цветами при рисовании стали цвета, обозначаемые самими детьми как радостные, добрые, веселый, счастливый: красный, зеленый, желтый, голубой, оранжевый. При этом, если раньше красный цвет выбирался частью испытуемых как цвет агрессии, сейчас же этот цвет позиционируется детьми как цвет радости («красный – цвет улыбки. Когда кто-то улыбается – значит ему хорошо»).

При штриховке рисунка отмечены более плавные линии, снизился нажим на карандаш.

Сюжетное содержание рисунков сместилось на изображение людей во взаимодействии с окружающими, в то время как изначально дети в рисунках изображали сюжеты игр, мультфильмов, либо же статичного человека.

**Пример.**

Кирилл, начало диагностики в возрасте 5и лет.

Изначально при наблюдении у ребенка отмечалась повышенная агрессия, обидчивость, стремление завладеть вниманием взрослых. По результатам Батареи методик Цветковой мальчик показал искаженное воспроизведение эмоций других людей по картинам, в восприятии ситуаций и картин ребенок проявил негативизм. Соотнесение эмоций с мимикой было искаженным (так при наблюдении было отмечено статичное выражение лица при различных эмоциональных реагированиях).

Но на вопрос исследователя об отношении к ситуации, в которой автобус раздавил котенка, показал неадекватную реакцию-засмеялся и сказал, что это весело. Согласно полученной информации по шкале «отношение к родным и близким», семейные отношения сформированы недостаточно адекватно. Так, на первом месте у ребенка находится он сам, что может говорить о его высокой самооценке, на последующих местах- домашние животные. Близкие же для мальчика родственники находятся на мало значимых позициях. Мама и вовсе-на последнем месте. При разговоре с мамой стало понятно, почему ребенок проявляет негативизм. Мама в будние дни редко общается с ребенком так как находится на работе, в выходные же часто ругает ребенка, наказывает за непослушание.

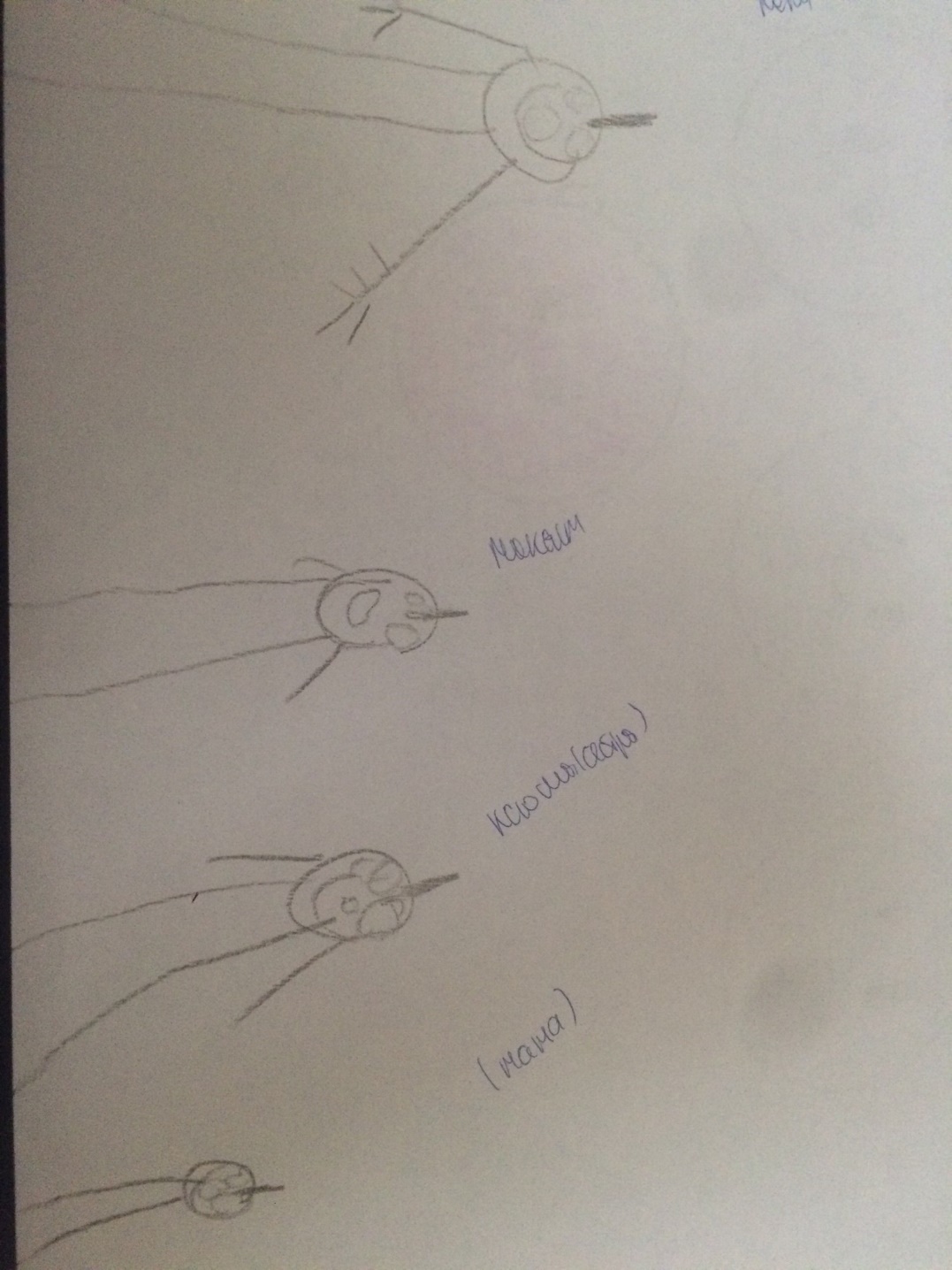


Рис.6 Кирилл, Рисунок семьи.

При рисовании использовал в основном черный и красные и коричневый цвета. Черным рисовал в основном людей. На представленном рисунке мальчик изобразил злого взрослого, который хочет всех наказать. Сюжет рисунка мрачный, прослеживаются множественные закрашивания. Человек изображен с множеством рук и ног, что может говорить о стремлении ребенка к агрессии и нежеланию подпускать окружающих близко. При этом человек нарисован в правой стороне листа, что может говорить о стремлении ребенка к взрослости.



Рис.7. Кирилл, рисунок человека.

В ходе первичной коррекционной работы средствами арт-терапии Кирилл в основном выбирал изначально мрачные, темные цвета для выражения всех своих эмоций, рисовал размашисто, часто закрашивал нарисованное, что говорит о его неуверенности в себе. После 2 месяцев работы в рисунках стали появляться более яркие цвета-желтый, зеленый. Сюжет сменился на рисование эпизодов из мультфильмов. При вторичной диагностике показал тенденцию к увеличению показателей по всем шкалам.

Третичная диагностика показала небольшое снижение полученных ранее показателей, но при наблюдении было отмечено снижение агрессии, стремление к взаимодействию в игровой деятельности к другим детям. После проведения повторной коррекционной работы рисунки Кирилла стали красочным, пропало закрашивание

Рис.8. Рисунок Кирилла после проведения повторной коррекции.

На основе полученных положительных результатов экспериментатором совместно с ребенком была выполнена работа в технике аппликация на тему «Весеннее настроение». Ребенку было предложено самостоятельно выбрать сюжет и цвета работы.



Рис.9. Совместная работа экспериментатора и Кирилла на тему «Весеннее настроение».

При выполнении работы Кирилл выбирал цвета, соответствующие, по его мнению, весне. Это голубой- «Весной небо яркое и красивое-оно голубое», зеленый «весной появляется зеленая травка». Цветы на дереве ребенок захотел сделать белым так как видел «как красиво цветут на даче яблони». В последствии данная работа была выдвинута на международный конкурс, по результатам которого мальчик занял 4ое место.

Таким образом можно сказать что проделанная коррекционная работа дала положительную динамику в становлении грамотного эмоционального состояния ребенка. Он научился адекватно соотносить цвета переживаемым эмоциям, адекватно оценивать эмоции окружающих.



Рис .10. Рисунок Кирилла в конце эксперимента.

В экспериментальной группе на протяжении всего исследования девочка Настя показывала высокие результаты. Ее рисунки изначально были ориентированы на сюжеты сказок про принцесс. Диагностика батареи методик Цветковой показывала тенденцию к увеличению показателей в сторону улучшения. При проведении последнего этапа диагностики было отмечено, что дважды при рисовании карты тела ребенок стал рисовать злость и обиду. При этом злость обозначалась в области головы красным цветом, а обида в области живота черным. Резко снизились показатели по шкале «исследование сопереживаний».



Рис. 11. Рисунок Насти после проведения коррекционных работ.

При рисовании Настя сначала увлеченно рисовала дерево, затем резко перечеркнула его черным цветом. При расспросе исследователя о причинах такого поведения ребенок объяснила, что рисовала елку, а елку всегда наряжал папа. А папа ушел от мамы.

Таким образом, можно сделать вывод о том, что внезапные негативные стрессовые события в жизни ребенка могут нивелировать результаты проделанной коррекционной работы. И негативные эмоции, если вовремя не будут купированы, смогут заместить положительные изменения.

По окончанию коррекционной программы 15 дошкольников из экспериментальной группы попросили сделать совместный рисунок. Данную просьбу детей можно так же отнести к положительной динамике коррекционной программы, так как большинство из ребят раньше предпочитали индивидуальную деятельность и при взаимодействии с окружающими проявляли агрессию и негативизм. Так же на рисунке можно отметить преобладание ярких-положительных цветов и общий положительный характер рисунка, что говорит о динамике к улучшению понимания окраски эмоциональных проявлений.



Рис 12. Рисунок детей экспериментальной группы после проведения коррекционной программы.

**Заключение.**

С целью исследования коррекции нарушений эмоциональной сферы старших дошкольников с задержкой психического развития методами арт-терапии нами было проведено исследование, в котором приняли участие 100 старших дошкольников с ЗПР.

При помощи биографического метода, анкетного опроса, наблюдения, беседы, экспериментально-психологических методик ( батарея методик Л.С. Цветковой, свободный рисунок, методика «Волшебная страна чувств» ) и методов статистического анализа данных нами была оценена эффективность программы коррекции нарушений эмоциональной сферы и выполнен сравнительный анализ результатов, полученных в группах детей принимавших и не принимавших участие в коррекционной программе арт-терапевтических занятий «Мир цветов и чувств».

На основании полученных результатов в ходе проведения базовой и динамической диагностики можно сделать следующие выводы: применение коррекционной программы «Мир цветов и чувств» позволяет увеличить разнообразие форм эмоционального реагирования детей, способствует становлению грамотного осознания собственных переживаний и более чуткому восприятию эмоционального состояния окружающих ( как детей так и взрослых); эффективность проводимой коррекционной работы была отмечена уже при вторичной диагностике, показала свою стойкость при перерыве в коррекционной программе на несколько месяцев. При итоговой диагностике показала стойкий коррекционный результат в динамике положительных результатов.

Наша гипотеза о том, что средства арт-терапии обладают значительным коррекционным потенциалом в отношении эмоциональной сферы старших дошкольников с задержкой психического развития, подтвердилась.

Несомненно, стоит помнить о том, что помимо коррекционной работы с детьми так же проводятся различные развивающие занятия специалистами в детском учреждении, что несомненно способствует улучшениям в эмоциональных проявлениях. Но при этом результаты, полученные в экспериментальной и контрольной группе ( p <0,05) позволяют нам сказать, что проведенная коррекционная работы была успешной.

**Выводы.**

1. Эмоциональная сфера детей с задержкой психического развития характеризуется рядом особенностей:

-неустойчивость эмоциональных проявлений;

-узкий спектр эмоционального реагирования (в частности, в незнакомой либо стрессовой ситуации) в основном сводящихся к агрессии / защите или стремлению к привлечению к себе внимания окружающих;

-восприятие эмоционального содержания предъявляемых сюжетов объектов, как правило, не всегда адекватно. Дети часто сталкиваются с затруднениями в процессах выражения своих эмоций или их распознавания в сверстниках, окружающих их людях;

1. Использование Программы арт-терапевтических занятий «Мир цветов и чувств» для коррекции эмоциональной сферы у старших дошкольников с задержкой психического развития позволяет сделать вывод о положительной динамике показателей эмоциональной сферы у испытуемых:

-стало более адекватным восприятие эмоционального содержания ситуаций в каждой из исследуемых групп (p <0,05).

-в экспериментальной группе статистически (p <0,05) значимо увеличилось количество проявлений сопереживания: так у всех детей экспериментальной группы показатели после коррекции изменились, неадекватная реакция не была выявлена, показатели по параметру «равнодушие» статистически достоверно снизились, а показатели по параметру «сострадание» статистически достоверно возросли.

-воспроизведение эмоций стало менее затруднительным в обеих группах;

-увеличилось разнообразие цветового выбора в рисунках детей обеих групп (появилось больше ярких цветов и различных оттенков);

-увеличилось количество сюжетов рисунков;

-статистически значимо увеличилась частота адекватного распознавания эмоций по картинкам в экспериментальной группе:

1. Результаты коррекционной работы с использованием программы арт-терапевтических занятий «Мир цветов и чувств» свидетельствует о существенном увеличении разнообразии в эмоциональных реакциях детей и их поведении в целом. Дети, на которых было оказано коррекционной воздействие стали более гибкими в выборе стратегии поведения и выражении своих чувств, значительно лучше описывают как свои переживания, так и переживания окружающих их людей. При рисовании используют больше ярких оттенков и полутонов.
2. По данным динамической диагностики эмоциональных особенностей старших дошкольников с задержкой психического развития, принявших участие в исследовании, отмечены как краткосрочные положительные результаты коррекционной работы с использованием программы арт-терапевтических занятий «Мир цветов и чувств» ( Л. Мардер), так и долгосрочные ( спустя 4 месяца после завершения программы), что позволяет сделать выводы о значительном коррекционном потенциале методов арт-терапии для психокоррекции особенностей эмоциональной сферы старших дошкольников с задержкой психического развития.

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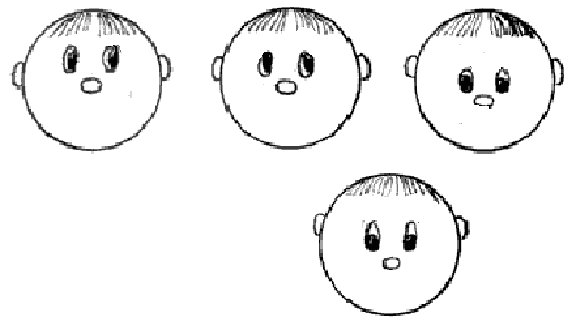
**Приложение А.**

**Батарея методик Цветковой.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № | Имя | Описание | Тип | Диапазон | Метки значений |
| 1 | № | Порядковый номер испытуемого | ном | 1-100 | нет |
| 2 | Пол |  | ном | 0,1 | 1 – муж, 0 - жен |
| 3 | Возраст |  | кол | 6-7 |  |
| 4 | Группа |  | ном | 1,2 | 1 – экспериментальная, 2 - контрольная |
| 5 | Рас 1-4 | Распознавание эмоций других людей по картинкам | ном | 1-3 | 1-успешное распознавание  2-искаженное воспроизведение  3-нет ответа |
| 6 | Вос 1-4 | Восприятие и оценка эмоционального восприятия картин и ситуаций | ном | 1-4 | 1 – адекватность эмоций  2 – уплощенность  3 – негативизм  4 – вязкость |
| 7 | Соп1-4 | Исследование сопереживания | ном | 1-3 | 1 – проявление сострадания  2 – равнодушие  3 – неадекватная реакция |
| 8 | Отн 1-4 | Отношение к родным и близким | ном | 1,2 | 1 – сформированная система эмоциональных отношений  2 – несформированная |
| 8 | Св 1-4 | Связь эмоциональных состояний с мимикой | ном | 1,2 | 1 – адекватное соотнесение эмоций с мимикой  2 – искажённое соотнесение эмоций с мимикой |
| 10 | В 1-4 | Воспроизведение эмоций | ном | 1-4 | 1 – успешное воспроизведение эмоций при помощи мимики и средств художественной выразительности  2 - успешное воспроизведение эмоций при помощи мимики, затруднённое выражение эмоций посредством рисунка  3 – затруднённое воспроизведение эмоций при помощи мимики, успешное выражение эмоций посредством рисунка  4 – затруднённое воспроизведение эмоций |

**Приложение Б.**

**Хаммеры.**



**Приложение В.**

**Таблицы исходных данных.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Участник | Пол | Возраст | Группа | Рас1 | Рас2 | Рас3 | Рас4 | Вос1 | Вос2 | Вос3 | Вос4 | Соп1 | Соп2 | Соп3 | Соп4 |
|  | 1 | 6 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 3 | 2 | 2 | 1 | 4 | 3 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 3 | 1 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 3 | 2 | 1 | 1 |
|  | 1 | 7 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 0 | 7 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 1 |
|  | 1 | 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
|  | 1 | 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 7 | 1 | 2 | 2 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 2 |
|  | 1 | 6 | 1 | 2 | 1 | 1 | 1 | 3 | 3 | 2 | 1 | 2 | 2 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 1 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 2 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 0 | 6 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 1 |
|  | 0 | 6 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 0 | 6 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 3 | 1 | 3 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 3 | 3 | 2 | 2 | 3 | 4 | 2 | 1 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
|  | 0 | 6 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 0 | 6 | 1 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 0 | 6 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 3 | 1 | 1 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 1 | 1 |
|  | 1 | 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 1 | 4 | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 1 | 2 | 1 | 3 | 1 | 3 | 3 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
|  | 0 | 6 | 1 | 3 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 0 | 6 | 1 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 0 | 6 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 2 | 1 | 1 |
|  | 0 | 6 | 1 | 2 | 1 | 1 | 1 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
|  | 0 | 6 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 0 | 6 | 1 | 3 | 2 | 2 | 2 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 2 |
|  | 0 | 7 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 1 | 1 |
|  | 1 | 7 | 1 | 3 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
|  | 0 | 6 | 1 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 0 | 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 3 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 2 | 1 |
|  | 0 | 6 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 0 | 6 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 0 | 6 | 2 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
|  | 0 | 6 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
|  | 0 | 6 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
|  | 1 | 6 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
|  | 1 | 6 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
|  | 1 | 7 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | 0 | 7 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 2 |
|  | 0 | 6 | 2 | 3 | 2 | 2 | 2 | 4 | 4 | 3 | 3 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 3 | 3 | 1 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 1 |
|  | 1 | 6 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 2 | 2 | 1 | 1 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 0 | 7 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
|  | 0 | 6 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
|  | 1 | 6 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 0 | 6 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
|  | 0 | 6 | 2 | 2 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
|  | 1 | 7 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
|  | 1 | 6 | 2 | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | 1 | 7 | 2 | 1 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
|  | 1 | 6 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 1 |
|  | 0 | 6 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 |
|  | 0 | 6 | 2 | 3 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | 1 | 7 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
|  | 0 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
|  | 0 | 6 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | 0 | 6 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
|  | 0 | 6 | 2 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
|  | 0 | 6 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 0 | 6 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
|  | 0 | 6 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 6 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 7 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | 1 | 6 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Участник | Группа | Отн1 | Отн2 | Отн3 | Отн4 | Св1 | Св2 | Св3 | Св4 | В1 | В2 | В3 | В4 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 2 | 2 | 1 |
|  | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 1 | 1 |
|  | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 2 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 |
|  | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 2 | 2 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
|  | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 2 | 1 |
|  | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 2 | 1 | 1 |
|  | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 2 | 2 | 1 |
|  | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 2 | 2 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 3 | 2 | 2 |
|  | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 3 | 2 | 2 | 1 |
|  | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 2 | 2 |
|  | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
|  | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 2 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
|  | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 1 |
|  | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 2 | 2 |
|  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 2 | 2 | 2 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 4 | 2 | 1 | 1 |
|  | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
|  | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 2 |
|  | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 3 |
|  | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 3 | 3 | 3 |
|  | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 3 | 3 | 1 | 1 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 |
|  | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
|  | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 4 | 4 | 3 | 3 |
|  | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 2 | 1 |
|  | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
|  | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 1 | 1 |
|  | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
|  | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 2 | 2 |
|  | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 1 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 |
|  | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
|  | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 2 | 2 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 4 | 3 | 3 | 3 |
|  | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 2 | 2 |
|  | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
|  | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 3 | 3 | 1 | 1 |
|  | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 |
|  | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 1 |
|  | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
|  | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
|  | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 2 |
|  | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 3 | 3 | 3 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 3 |
|  | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 2 |
|  | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 2 |
|  | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
|  | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 4 | 3 | 3 | 3 |
|  | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 4 | 2 | 2 | 1 |
|  | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |

**Приложение Г.**

**Список переменных**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| № | Имя | Описание | Тип | Диапазон | Метки значений |
| 1 | № | Порядковый номер испытуемого | ном | 1-40 | нет |
| 2 | Пол |  | ном | 0,1 | 1 – муж, 0 - жен |
| 3 | Возраст |  | кол | 6-7 |  |
| 4 | Группа |  | ном | 1,2 | 1 – экспериментальная, 2 - контрольная |
| 5 | Рас 1-4 | Распознавание эмоций других людей по картинкам | ном | 1-3 | 1-успешное распознавание  2-искаженное воспроизведение  3-нет ответа |
| 6 | Вос 1-4 | Восприятие и оценка эмоционального восприятия картин и ситуаций | ном | 1-4 | 1 – адекватность эмоций  2 – уплощенность  3 – негативизм  4 – вязкость |
| 7 | Соп1-4 | Исследование сопереживания | ном | 1-3 | 1 – проявление сострадания  2 – равнодушие  3 – неадекватная реакция |
| 8 | Отн 1-4 | Отношение к родным и близким | ном | 1,2 | 1 – сформированная система эмоциональных отношений  2 – несформированная |
| 9 | Св 1-4 | Связь эмоциональных состояний с мимикой | ном | 1,2 | 1 – адекватное соотнесение эмоций с мимикой  2 – искажённое соотнесение эмоций с мимикой |
| 10 | В 1-4 | Воспроизведение эмоций | ном | 1-4 | 1 – успешное воспроизведение эмоций при помощи мимики и средств художественной выразительности  2 - успешное воспроизведение эмоций при помощи мимики, затруднённое выражение эмоций посредством рисунка  3 – затруднённое воспроизведение эмоций при помощи мимики, успешное выражение эмоций посредством рисунка  4 – затруднённое воспроизведение эмоций |

**Приложение Д.**

**Статистические результаты.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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В 8 (50,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,06. | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | |  | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | CROSSTABS | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | /TABLES=В2 BY В3 | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | /FORMAT=AVALUE TABLES | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | /STATISTICS=CHISQ | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | /CELLS=COUNT | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | /COUNT ROUND CELL. | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | N | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | Процент | | В2 \* В3 | | | | | 100 | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | 100,0% | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | **Таблица сопряженности В2 \* В3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | Частота | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | |  | | | | | | | | | | В3 | | | | | | | | | | | | | | | | | | Итого | | | | | | | |  | | 1 | | | | | | 2 | | | | | | 3 | | | | | |  | | В2 | | | | | 1 | | | | | 25 | | | | | | 1 | | | | | | 0 | | | | | | 26 | | | | | | | |  | | 2 | | | | | 15 | | | | | | 34 | | | | | | 0 | | | | | | 49 | | | | | | | |  | | 3 | | | | | 3 | | | | | | 3 | | | | | | 18 | | | | | | 24 | | | | | | | |  | | 4 | | | | | 0 | | | | | | 0 | | | | | | 1 | | | | | | 1 | | | | | | | |  | | Итого | | | | | | | | | | 43 | | | | | | 38 | | | | | | 19 | | | | | | 100 | | | | | | | |  | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | |  | |  | | | | | Значение | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | | | | | | |  | | Хи-квадрат Пирсона | | | | | 106,942a | | | | | 6 | | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | Отношение правдоподобия | | | | | 105,074 | | | | | 6 | | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | Линейно-линейная связь | | | | | 57,504 | | | | | 1 | | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | Кол-во валидных наблюдений | | | | | 100 | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | a. В 5 (41,7%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,19. | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | |  | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | N | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | Процент | | В3 \* В4 | | | | | 100 | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | 100,0% | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | **Таблица сопряженности В3 \* В4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | Частота | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | |  | | | | | | | | | | В4 | | | | | | | | | | | | | | | | | | Итого | | | | | | | |  | | 1 | | | | | | 2 | | | | | | 3 | | | | | |  | | В3 | | | | | 1 | | | | | 43 | | | | | | 0 | | | | | | 0 | | | | | | 43 | | | | | | | |  | | 2 | | | | | 24 | | | | | | 14 | | | | | | 0 | | | | | | 38 | | | | | | | |  | | 3 | | | | | 5 | | | | | | 1 | | | | | | 13 | | | | | | 19 | | | | | | | |  | | Итого | | | | | | | | | | 72 | | | | | | 15 | | | | | | 13 | | | | | | 100 | | | | | | | |  | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | N | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | Процент | | В1 \* В4 | | | | | 100 | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | 100,0% | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | **Таблица сопряженности В1 \* В4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | Частота | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | |  | | | | | | | | | | В4 | | | | | | | | | | | | | | | | | | Итого | | | | | | | |  | | 1 | | | | | | 2 | | | | | | 3 | | | | | |  | | В1 | | | | | 1 | | | | | 6 | | | | | | 0 | | | | | | 0 | | | | | | 6 | | | | | | | |  | | 2 | | | | | 44 | | | | | | 3 | | | | | | 0 | | | | | | 47 | | | | | | | |  | | 3 | | | | | 9 | | | | | | 3 | | | | | | 8 | | | | | | 20 | | | | | | | |  | | 4 | | | | | 13 | | | | | | 9 | | | | | | 5 | | | | | | 27 | | | | | | | |  | | Итого | | | | | | | | | | 72 | | | | | | 15 | | | | | | 13 | | | | | | 100 | | | | | | | |  | |  | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | |  | |  | | | | | Значение | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | | | | | | |  | | Хи-квадрат Пирсона | | | | | 35,877a | | | | | 6 | | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | Отношение правдоподобия | | | | | 38,892 | | | | | 6 | | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | Линейно-линейная связь | | | | | 19,059 | | | | | 1 | | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | Кол-во валидных наблюдений | | | | | 100 | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | a. В 7 (58,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,78. | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | | | | | |  | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | N | | | | | | Процент | | | | | | | N | | | | | | Процент | | | | | | N | | | | Процент | | | | | | | Вос1 \* Вос2 | | 100 | | | | | | 99,0% | | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | 100,0% | | | | | | |  | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | **Таблица сопряженности Вос1 \* Вос2** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | |  | | | | | | | | Вос2 | | | | | | | | | | | | | | | | | | | | | | | Итого | | | | | | | 1,0 | | | | | | | 2,0 | | | | | | 3,0 | | | | | | 4,0 | | | | | Вос1 | | 1,0 | | | | | | 10 | | | | | | | 0 | | | | | | 0 | | | | | | 0 | | | | 10 | | | | | | | 2,0 | | | | | | 11 | | | | | | | 26 | | | | | | 2 | | | | | | 0 | | | | 39 | | | | | | | 3,0 | | | | | | 0 | | | | | | | 22 | | | | | | 16 | | | | | | 1 | | | | 39 | | | | | | | 4,0 | | | | | | 0 | | | | | | | 1 | | | | | | 9 | | | | | | 2 | | | | 12 | | | | | | | Итого | | | | | | | | 21 | | | | | | | 49 | | | | | | 27 | | | | | | 3 | | | | 100 | | | | | | |  | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |  | | | | | | |  | | Значение | | | | | | ст.св. | | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | | |  | | | | | | | Хи-квадрат Пирсона | | 84,922a | | | | | | 9 | | | | | | | ,000 | | | | | |  | | | | | |  | | | |  | | | | | | | Отношение правдоподобия | | 88,044 | | | | | | 9 | | | | | | | ,000 | | | | | |  | | | | | |  | | | |  | | | | | | | Линейно-линейная связь | | 55,680 | | | | | | 1 | | | | | | | ,000 | | | | | |  | | | | | |  | | | |  | | | | | | | Кол-во валидных наблюдений | | 100 | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | a. В 9 (56,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,30. | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |  | | | | | | |  | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | N | | | | | | Процент | | | | | | | N | | | | | | Процент | | | | | | N | | | | Процент | | | | | | | Вос2 \* Вос3 | | 100 | | | | | | 99,0% | | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | 100,0% | | | | | | |  | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | **Таблица сопряженности Вос2 \* Вос3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | |  | | | | | | | | Вос3 | | | | | | | | | | | | | | | | | | | | | | | Итого | | | | | | | 1,0 | | | | | | | 2,0 | | | | | | 3,0 | | | | | | 4,0 | | | | | Вос2 | | 1,0 | | | | | | 13 | | | | | | | 8 | | | | | | 0 | | | | | | 0 | | | | 21 | | | | | | | 2,0 | | | | | | 7 | | | | | | | 39 | | | | | | 3 | | | | | | 0 | | | | 49 | | | | | | | 3,0 | | | | | | 2 | | | | | | | 9 | | | | | | 15 | | | | | | 1 | | | | 27 | | | | | | | 4,0 | | | | | | 0 | | | | | | | 1 | | | | | | 1 | | | | | | 1 | | | | 3 | | | | | | | Итого | | | | | | | | 22 | | | | | | | 57 | | | | | | 19 | | | | | | 2 | | | | 100 | | | | | | |  | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | **Таблица сопряженности Вос3 \* Вос4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | |  | | | | | | | | Вос4 | | | | | | | | | | | | | | | | | | | | | | | Итого | | | | | | | 1,0 | | | | | | | 2,0 | | | | | | 3,0 | | | | | | 4,0 | | | | | Вос3 | | 1,0 | | | | | | 22 | | | | | | | 0 | | | | | | 0 | | | | | | 0 | | | | 22 | | | | | | | 2,0 | | | | | | 32 | | | | | | | 25 | | | | | | 0 | | | | | | 0 | | | | 57 | | | | | | | 3,0 | | | | | | 2 | | | | | | | 4 | | | | | | 13 | | | | | | 0 | | | | 19 | | | | | | | 4,0 | | | | | | 0 | | | | | | | 0 | | | | | | 1 | | | | | | 1 | | | | 2 | | | | | | | Итого | | | | | | | | 56 | | | | | | | 29 | | | | | | 14 | | | | | | 1 | | | | 100 | | | | | | |  | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |  | | | | | | |  | | Значение | | | | | | ст.св. | | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | | |  | | | | | | | Хи-квадрат Пирсона | | 129,561a | | | | | | 9 | | | | | | | ,000 | | | | | |  | | | | | |  | | | |  | | | | | | | Отношение правдоподобия | | 88,731 | | | | | | 9 | | | | | | | ,000 | | | | | |  | | | | | |  | | | |  | | | | | | | Линейно-линейная связь | | 54,087 | | | | | | 1 | | | | | | | ,000 | | | | | |  | | | | | |  | | | |  | | | | | | | Кол-во валидных наблюдений | | 100 | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | a. В 9 (56,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,02. | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | | |  | | | | | | |  | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | N | | | | | | Процент | | | | | | | N | | | | | | Процент | | | | | | N | | | | Процент | | | | | | | Вос1 \* Вос4 | | 100 | | | | | | 99,0% | | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | 100,0% | | | | | | |  | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | | **Таблица сопряженности Вос1 \* Вос4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | |  | | | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | |  | | | | | | |  | | | | | | | | Вос4 | | | | | | | | | | | | | | | | | | | | | | | Итого | | | | | | | 1,0 | | | | | | | 2,0 | | | | | | 3,0 | | | | | | 4,0 | | | | | Вос1 | | 1,0 | | | | | | 10 | | | | | | | 0 | | | | | | 0 | | | | | | 0 | | | | 10 | | | | | | | 2,0 | | | | | | 23 | | | | | | | 15 | | | | | | 1 | | | | | | 0 | | | | 39 | | | | | | | 3,0 | | | | | | 21 | | | | | | | 11 | | | | | | 7 | | | | | | 0 | | | | 39 | | | | | | | 4,0 | | | | | | 2 | | | | | | | 3 | | | | | | 6 | | | | | | 1 | | | | 12 | | | | | | | Итого | | | | | | | | 56 | | | | | | | 29 | | | | | | 14 | | | | | | 1 | | | | 100 | | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | | | N | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | | | Процент | | | Отн1 \* Отн2 | 100 | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | | | 100,0% | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Таблица сопряженности Отн1 \* Отн2** | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | |  | | | Частота |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | | | Отн2 | | | | | | | | | | | | Итого | | | | | |  | | | | | | | | | |  | | | 1 | | | | | | 2 | | | | | |  | | | | | | | | | |  | | | Отн1 | 1 | | | | | | 18 | | | | | | 10 | | | | | | 28 | | | | | |  | | | | | | | | | |  | | | 2 | | | | | | 47 | | | | | | 25 | | | | | | 72 | | | | | |  | | | | | | | | | |  | | | Итого | | | | | | | 65 | | | | | | 35 | | | | | | 100 | | | | | |  | | | | | | | | | |  | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | | | N | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | | | Процент | | | Отн2 \* Отн3 | 100 | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | | | 100,0% | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | Значение | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | | Точная значимость (2-стор.) | | | | | | Точная значимость (1-стор.) | | | | | | | | | |  | | | Хи-квадрат Пирсона | ,009a | | | | | | 1 | | | | | | ,926 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Поправка на непрерывностьb | 0,000 | | | | | | 1 | | | | | | 1,000 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Отношение правдоподобия | ,009 | | | | | | 1 | | | | | | ,926 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Точный критерий Фишера |  | | | | | |  | | | | | |  | | | | | | 1,000 | | | | | | ,552 | | | | | | | | | |  | | | Линейно-линейная связь | ,009 | | | | | | 1 | | | | | | ,926 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Кол-во валидных наблюдений | 100 | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 9,80. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Таблица сопряженности Отн2 \* Отн3** | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | |  | | | Частота |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | | | Отн3 | | | | | | | | | | | | Итого | | | | | |  | | | | | | | | | |  | | | 1 | | | | | | 2 | | | | | |  | | | | | | | | | |  | | | Отн2 | 1 | | | | | | 43 | | | | | | 22 | | | | | | 65 | | | | | |  | | | | | | | | | |  | | | 2 | | | | | | 24 | | | | | | 11 | | | | | | 35 | | | | | |  | | | | | | | | | |  | | | Итого | | | | | | | 67 | | | | | | 33 | | | | | | 100 | | | | | |  | | | | | | | | | |  | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | Значение | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | | Точная значимость (2-стор.) | | | | | | Точная значимость (1-стор.) | | | | | | | | | |  | | | Хи-квадрат Пирсона | ,060a | | | | | | 1 | | | | | | ,806 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Поправка на непрерывностьb | ,000 | | | | | | 1 | | | | | | ,982 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Отношение правдоподобия | ,060 | | | | | | 1 | | | | | | ,806 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Точный критерий Фишера |  | | | | | |  | | | | | |  | | | | | | 1,000 | | | | | | ,494 | | | | | | | | | |  | | | Линейно-линейная связь | ,060 | | | | | | 1 | | | | | | ,807 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Кол-во валидных наблюдений | 100 | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 11,55. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | | | N | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | | | Процент | | | Отн3 \* Отн4 | 100 | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | | | 100,0% | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Таблица сопряженности Отн3 \* Отн4** | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | |  | | | Частота |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | | | Отн4 | | | | | | | | | | | | Итого | | | | | |  | | | | | | | | | |  | | | 1 | | | | | | 2 | | | | | |  | | | | | | | | | |  | | | Отн3 | 1 | | | | | | 65 | | | | | | 2 | | | | | | 67 | | | | | |  | | | | | | | | | |  | | | 2 | | | | | | 28 | | | | | | 5 | | | | | | 33 | | | | | |  | | | | | | | | | |  | | | Итого | | | | | | | 93 | | | | | | 7 | | | | | | 100 | | | | | |  | | | | | | | | | |  | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | Значение | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | | Точная значимость (2-стор.) | | | | | | Точная значимость (1-стор.) | | | | | | | | | |  | | | Хи-квадрат Пирсона | 5,027a | | | | | | 1 | | | | | | ,025 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Поправка на непрерывностьb | 3,332 | | | | | | 1 | | | | | | ,068 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Отношение правдоподобия | 4,670 | | | | | | 1 | | | | | | ,031 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Точный критерий Фишера |  | | | | | |  | | | | | |  | | | | | | ,038 | | | | | | ,038 | | | | | | | | | |  | | | Линейно-линейная связь | 4,977 | | | | | | 1 | | | | | | ,026 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Кол-во валидных наблюдений | 100 | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | a. В 2 (50,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 2,31. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | | | N | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | | | Процент | | | Отн1 \* Отн4 | 100 | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | | | 100,0% | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Таблица сопряженности Отн1 \* Отн4** | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | |  | | | Частота |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | |  | | | | | | | Отн4 | | | | | | | | | | | | Итого | | | | | |  | | | | | | | | | |  | | | 1 | | | | | | 2 | | | | | |  | | | | | | | | | |  | | | Отн1 | 1 | | | | | | 27 | | | | | | 1 | | | | | | 28 | | | | | |  | | | | | | | | | |  | | | 2 | | | | | | 66 | | | | | | 6 | | | | | | 72 | | | | | |  | | | | | | | | | |  | | | Итого | | | | | | | 93 | | | | | | 7 | | | | | | 100 | | | | | |  | | | | | | | | | |  | | |  |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | Значение | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | | Точная значимость (2-стор.) | | | | | | Точная значимость (1-стор.) | | | | | | | | | |  | | | Хи-квадрат Пирсона | ,702a | | | | | | 1 | | | | | | ,402 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Поправка на непрерывностьb | ,161 | | | | | | 1 | | | | | | ,688 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Отношение правдоподобия | ,795 | | | | | | 1 | | | | | | ,373 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Точный критерий Фишера |  | | | | | |  | | | | | |  | | | | | | ,670 | | | | | | ,365 | | | | | | | | | |  | | | Линейно-линейная связь | ,695 | | | | | | 1 | | | | | | ,404 | | | | | |  | | | | | |  | | | | | | | | | |  | | | Кол-во валидных наблюдений | 100 | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | | | | | |  | | | a. В 1 (25,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 1,96. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | N | | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | Процент | | | | | | Рас1 \* Рас2 | | | | 100 | | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | 100,0% | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Таблица сопряженности Рас1 \* Рас2** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Частота | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | |  | | | | | | | | | | | Рас2 | | | | | | | | | | | | | | | | | | Итого | | |  | | | | | | 1,0 | | | | | | 2,0 | | | | | | 3,0 | | | | | |  | | | | | | Рас1 | | | | 1,0 | | | | | | | 9 | | | | | | 4 | | | | | | 1 | | | | | | 14 | | |  | | | | | | 2,0 | | | | | | | 19 | | | | | | 39 | | | | | | 7 | | | | | | 65 | | |  | | | | | | 3,0 | | | | | | | 4 | | | | | | 12 | | | | | | 5 | | | | | | 21 | | |  | | | | | | Итого | | | | | | | | | | | 32 | | | | | | 55 | | | | | | 13 | | | | | | 100 | | |  | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | | |  | | | | Значение | | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | |  | | | | | | Хи-квадрат Пирсона | | | | 10,414a | | | | | | | 4 | | | | | | ,034 | | | | | |  | | | | | |  | | |  | | | | | | Отношение правдоподобия | | | | 9,650 | | | | | | | 4 | | | | | | ,047 | | | | | |  | | | | | |  | | |  | | | | | | Линейно-линейная связь | | | | 7,396 | | | | | | | 1 | | | | | | ,007 | | | | | |  | | | | | |  | | |  | | | | | | Кол-во валидных наблюдений | | | | 100 | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | a. В 3 (33,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 1,82. | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | N | | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | Процент | | | | | | Рас2 \* Рас3 | | | | 100 | | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | 100,0% | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Таблица сопряженности Рас2 \* Рас3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Частота | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | |  | | | | | | | | | | | Рас3 | | | | | | | | | | | | | | | | | | Итого | | |  | | | | | | 1,0 | | | | | | 2,0 | | | | | | 3,0 | | | | | |  | | | | | | Рас2 | | | | 1,0 | | | | | | | 22 | | | | | | 8 | | | | | | 2 | | | | | | 32 | | |  | | | | | | 2,0 | | | | | | | 1 | | | | | | 43 | | | | | | 11 | | | | | | 55 | | |  | | | | | | 3,0 | | | | | | | 0 | | | | | | 3 | | | | | | 10 | | | | | | 13 | | |  | | | | | | Итого | | | | | | | | | | | 23 | | | | | | 54 | | | | | | 23 | | | | | | 100 | | |  | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | | |  | | | | Значение | | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | |  | | | | | | Хи-квадрат Пирсона | | | | 76,635a | | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | | Отношение правдоподобия | | | | 73,366 | | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | | Линейно-линейная связь | | | | 46,798 | | | | | | | 1 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | | Кол-во валидных наблюдений | | | | 100 | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | a. В 2 (22,2%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 2,99. | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | N | | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | Процент | | | | | | Рас3 \* Рас4 | | | | 100 | | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | 100,0% | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Таблица сопряженности Рас3 \* Рас4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Частота | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | |  | | | | | | | | | | | Рас4 | | | | | | | | | | | | | | | | | | Итого | | |  | | | | | | 1,0 | | | | | | 2,0 | | | | | | 3,0 | | | | | |  | | | | | | Рас3 | | | | 1,0 | | | | | | | 22 | | | | | | 1 | | | | | | 0 | | | | | | 23 | | |  | | | | | | 2,0 | | | | | | | 27 | | | | | | 26 | | | | | | 1 | | | | | | 54 | | |  | | | | | | 3,0 | | | | | | | 3 | | | | | | 15 | | | | | | 5 | | | | | | 23 | | |  | | | | | | Итого | | | | | | | | | | | 52 | | | | | | 42 | | | | | | 6 | | | | | | 100 | | |  | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | | |  | | | | Значение | | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | |  | | | | | | Хи-квадрат Пирсона | | | | 38,808a | | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | | Отношение правдоподобия | | | | 42,693 | | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | | Линейно-линейная связь | | | | 33,650 | | | | | | | 1 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | | Кол-во валидных наблюдений | | | | 100 | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | a. В 3 (33,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 1,38. | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | N | | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | Процент | | | | | | Рас1 \* Рас4 | | | | 100 | | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | 100,0% | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Таблица сопряженности Рас1 \* Рас4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Частота | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | |  | | | | | | | | | | | Рас4 | | | | | | | | | | | | | | | | | | Итого | | |  | | | | | | 1,0 | | | | | | 2,0 | | | | | | 3,0 | | | | | |  | | | | | | Рас1 | | | | 1,0 | | | | | | | 11 | | | | | | 3 | | | | | | 0 | | | | | | 14 | | |  | | | | | | 2,0 | | | | | | | 33 | | | | | | 27 | | | | | | 5 | | | | | | 65 | | |  | | | | | | 3,0 | | | | | | | 8 | | | | | | 12 | | | | | | 1 | | | | | | 21 | | |  | | | | | | Итого | | | | | | | | | | | 52 | | | | | | 42 | | | | | | 6 | | | | | | 100 | | |  | | | | | |  | | | |  | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | | |  | | | | Значение | | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | |  | | | | | | Хи-квадрат Пирсона | | | | 6,465a | | | | | | | 4 | | | | | | ,167 | | | | | |  | | | | | |  | | |  | | | | | | Отношение правдоподобия | | | | 7,299 | | | | | | | 4 | | | | | | ,121 | | | | | |  | | | | | |  | | |  | | | | | | Линейно-линейная связь | | | | 4,059 | | | | | | | 1 | | | | | | ,044 | | | | | |  | | | | | |  | | |  | | | | | | Кол-во валидных наблюдений | | | | 100 | | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | | a. В 3 (33,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,84. | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | | N | | | | | | Процент | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | Процент | | | | Св1 \* Св2 | | | 100 | | | | | | 99,0% | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | 100,0% | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Таблица сопряженности Св1 \* Св2** | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | |  | | | | Частота | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | |  | | | | | | | | | Св2 | | | | | | | | | | | Итого | | | | | |  | | | | | | | |  | | | | 1 | | | | | 2 | | | | | |  | | | | | | | |  | | | | Св1 | | | 1 | | | | | | 20 | | | | | 1 | | | | | | 21 | | | | | |  | | | | | | | |  | | | | 2 | | | | | | 57 | | | | | 22 | | | | | | 79 | | | | | |  | | | | | | | |  | | | | Итого | | | | | | | | | 77 | | | | | 23 | | | | | | 100 | | | | | |  | | | | | | | |  | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | Значение | | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | | Точная значимость (2-стор.) | | | | | | Точная значимость (1-стор.) | | | | | | | |  | | | | Хи-квадрат Пирсона | | | 4,993a | | | | | | 1 | | | | | ,025 | | | | | |  | | | | | |  | | | | | | | |  | | | | Поправка на непрерывностьb | | | 3,774 | | | | | | 1 | | | | | ,052 | | | | | |  | | | | | |  | | | | | | | |  | | | | Отношение правдоподобия | | | 6,356 | | | | | | 1 | | | | | ,012 | | | | | |  | | | | | |  | | | | | | | |  | | | | Точный критерий Фишера | | |  | | | | | |  | | | | |  | | | | | | ,038 | | | | | | ,019 | | | | | | | |  | | | | Линейно-линейная связь | | | 4,943 | | | | | | 1 | | | | | ,026 | | | | | |  | | | | | |  | | | | | | | |  | | | | Кол-во валидных наблюдений | | | 100 | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | a. В 1 (25,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 4,83. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | | N | | | | | | Процент | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | Процент | | | | Св2 \* Св3 | | | 100 | | | | | | 99,0% | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | 100,0% | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Таблица сопряженности Св2 \* Св3** | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | |  | | | | Частота | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | |  | | | | | | | | | Св3 | | | | | | | | | | | Итого | | | | | |  | | | | | | | |  | | | | 1 | | | | | 2 | | | | | |  | | | | | | | |  | | | | Св2 | | | 1 | | | | | | 51 | | | | | 26 | | | | | | 77 | | | | | |  | | | | | | | |  | | | | 2 | | | | | | 1 | | | | | 22 | | | | | | 23 | | | | | |  | | | | | | | |  | | | | Итого | | | | | | | | | 52 | | | | | 48 | | | | | | 100 | | | | | |  | | | | | | | |  | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | Значение | | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | | Точная значимость (2-стор.) | | | | | | Точная значимость (1-стор.) | | | | | | | |  | | | | Хи-квадрат Пирсона | | | 27,174a | | | | | | 1 | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | | | Поправка на непрерывностьb | | | 24,751 | | | | | | 1 | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | | | Отношение правдоподобия | | | 31,764 | | | | | | 1 | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | | | Точный критерий Фишера | | |  | | | | | |  | | | | |  | | | | | | ,000 | | | | | | ,000 | | | | | | | |  | | | | Линейно-линейная связь | | | 26,903 | | | | | | 1 | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | | | Кол-во валидных наблюдений | | | 100 | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 11,04. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | | N | | | | | | Процент | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | Процент | | | | Св3 \* Св4 | | | 100 | | | | | | 99,0% | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | 100,0% | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Таблица сопряженности Св3 \* Св4** | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | |  | | | | Частота | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | |  | | | | | | | | | Св4 | | | | | | | | | | | Итого | | | | | |  | | | | | | | |  | | | | 1 | | | | | 2 | | | | | |  | | | | | | | |  | | | | Св3 | | | 1 | | | | | | 52 | | | | | 0 | | | | | | 52 | | | | | |  | | | | | | | |  | | | | 2 | | | | | | 32 | | | | | 16 | | | | | | 48 | | | | | |  | | | | | | | |  | | | | Итого | | | | | | | | | 84 | | | | | 16 | | | | | | 100 | | | | | |  | | | | | | | |  | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | Значение | | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | | Точная значимость (2-стор.) | | | | | | Точная значимость (1-стор.) | | | | | | | |  | | | | Хи-квадрат Пирсона | | | 20,635a | | | | | | 1 | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | | | Поправка на непрерывностьb | | | 18,229 | | | | | | 1 | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | | | Отношение правдоподобия | | | 26,829 | | | | | | 1 | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | | | Точный критерий Фишера | | |  | | | | | |  | | | | |  | | | | | | ,000 | | | | | | ,000 | | | | | | | |  | | | | Линейно-линейная связь | | | 20,429 | | | | | | 1 | | | | | ,000 | | | | | |  | | | | | |  | | | | | | | |  | | | | Кол-во валидных наблюдений | | | 100 | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 7,68. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | | | | | N | | | | | | Процент | | | | | N | | | | | | Процент | | | | | | N | | | | | | | | Процент | | | | Св1 \* Св4 | | | 100 | | | | | | 99,0% | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | | | | | | 100,0% | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Таблица сопряженности Св1 \* Св4** | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | |  | | | | Частота | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | |  | | | | | | | | | Св4 | | | | | | | | | | | Итого | | | | | |  | | | | | | | |  | | | | 1 | | | | | 2 | | | | | |  | | | | | | | |  | | | | Св1 | | | 1 | | | | | | 21 | | | | | 0 | | | | | | 21 | | | | | |  | | | | | | | |  | | | | 2 | | | | | | 63 | | | | | 16 | | | | | | 79 | | | | | |  | | | | | | | |  | | | | Итого | | | | | | | | | 84 | | | | | 16 | | | | | | 100 | | | | | |  | | | | | | | |  | | | |  | | |  | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | Значение | | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | | Точная значимость (2-стор.) | | | | | | Точная значимость (1-стор.) | | | | | | | |  | | | | Хи-квадрат Пирсона | | | 5,063a | | | | | | 1 | | | | | ,024 | | | | | |  | | | | | |  | | | | | | | |  | | | | Поправка на непрерывностьb | | | 3,668 | | | | | | 1 | | | | | ,055 | | | | | |  | | | | | |  | | | | | | | |  | | | | Отношение правдоподобия | | | 8,319 | | | | | | 1 | | | | | ,004 | | | | | |  | | | | | |  | | | | | | | |  | | | | Точный критерий Фишера | | |  | | | | | |  | | | | |  | | | | | | ,021 | | | | | | ,016 | | | | | | | |  | | | | Линейно-линейная связь | | | 5,013 | | | | | | 1 | | | | | ,025 | | | | | |  | | | | | |  | | | | | | | |  | | | | Кол-во валидных наблюдений | | | 100 | | | | | |  | | | | |  | | | | | |  | | | | | |  | | | | | | | |  | | | | a. В 1 (25,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 3,36. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | N | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | Процент | | | | | Соп1 \* Соп2 | | | | | | 100 | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | 100,0% | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Таблица сопряженности Соп1 \* Соп2** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Частота | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | |  | | | | | | | | | | | | Соп2 | | | | | | | | | | | | | | | | | | Итого | | |  | | | | | 1,0 | | | | | | 2,0 | | | | | | 3,0 | | | | | |  | | | | | Соп1 | | | | | | 1,0 | | | | | | 7 | | | | | | 0 | | | | | | 0 | | | | | | 7 | | |  | | | | | 2,0 | | | | | | 26 | | | | | | 18 | | | | | | 0 | | | | | | 44 | | |  | | | | | 3,0 | | | | | | 0 | | | | | | 41 | | | | | | 8 | | | | | | 49 | | |  | | | | | Итого | | | | | | | | | | | | 33 | | | | | | 59 | | | | | | 8 | | | | | | 100 | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | |  | | | | | | Значение | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | |  | | | | | Хи-квадрат Пирсона | | | | | | 54,722a | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Отношение правдоподобия | | | | | | 72,695 | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Линейно-линейная связь | | | | | | 48,293 | | | | | | 1 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Кол-во валидных наблюдений | | | | | | 100 | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | a. В 5 (55,6%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,56. | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | N | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | Процент | | | | | Соп2 \* Соп3 | | | | | | 100 | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | 100,0% | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Таблица сопряженности Соп2 \* Соп3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Частота | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | |  | | | | | | | | | | | | Соп3 | | | | | | | | | | | | | | | | | | Итого | | |  | | | | | 1,0 | | | | | | 2,0 | | | | | | 3,0 | | | | | |  | | | | | Соп2 | | | | | | 1,0 | | | | | | 32 | | | | | | 1 | | | | | | 0 | | | | | | 33 | | |  | | | | | 2,0 | | | | | | 9 | | | | | | 47 | | | | | | 3 | | | | | | 59 | | |  | | | | | 3,0 | | | | | | 0 | | | | | | 2 | | | | | | 6 | | | | | | 8 | | |  | | | | | Итого | | | | | | | | | | | | 41 | | | | | | 50 | | | | | | 9 | | | | | | 100 | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | |  | | | | | | Значение | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | |  | | | | | Хи-квадрат Пирсона | | | | | | 106,669a | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Отношение правдоподобия | | | | | | 94,715 | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Линейно-линейная связь | | | | | | 64,488 | | | | | | 1 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Кол-во валидных наблюдений | | | | | | 100 | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | a. В 4 (44,4%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,72. | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | N | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | Процент | | | | | Соп3 \* Соп4 | | | | | | 100 | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | 100,0% | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Таблица сопряженности Соп3 \* Соп4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Частота | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | |  | | | | | | | | | | | | Соп4 | | | | | | | | | | | | | | | | | | Итого | | |  | | | | | 1,0 | | | | | | 2,0 | | | | | | 3,0 | | | | | |  | | | | | Соп3 | | | | | | 1,0 | | | | | | 41 | | | | | | 0 | | | | | | 0 | | | | | | 41 | | |  | | | | | 2,0 | | | | | | 21 | | | | | | 29 | | | | | | 0 | | | | | | 50 | | |  | | | | | 3,0 | | | | | | 0 | | | | | | 7 | | | | | | 2 | | | | | | 9 | | |  | | | | | Итого | | | | | | | | | | | | 62 | | | | | | 36 | | | | | | 2 | | | | | | 100 | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | |  | | | | | | Значение | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | |  | | | | | Хи-квадрат Пирсона | | | | | | 64,423a | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Отношение правдоподобия | | | | | | 70,920 | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Линейно-линейная связь | | | | | | 50,371 | | | | | | 1 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Кол-во валидных наблюдений | | | | | | 100 | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | a. В 4 (44,4%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,18. | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | | | Пропущенные | | | | | | | | | | | | Итого | | | | | | | | N | | | | | | Процент | | | | | | N | | | | | | Процент | | | | | | N | | | Процент | | | | | Соп1 \* Соп4 | | | | | | 100 | | | | | | 99,0% | | | | | | 1 | | | | | | 1,0% | | | | | | 101 | | | 100,0% | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Таблица сопряженности Соп1 \* Соп4** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Частота | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | |  | | | | | | | | | | | | Соп4 | | | | | | | | | | | | | | | | | | Итого | | |  | | | | | 1,0 | | | | | | 2,0 | | | | | | 3,0 | | | | | |  | | | | | Соп1 | | | | | | 1,0 | | | | | | 7 | | | | | | 0 | | | | | | 0 | | | | | | 7 | | |  | | | | | 2,0 | | | | | | 38 | | | | | | 6 | | | | | | 0 | | | | | | 44 | | |  | | | | | 3,0 | | | | | | 17 | | | | | | 30 | | | | | | 2 | | | | | | 49 | | |  | | | | | Итого | | | | | | | | | | | | 62 | | | | | | 36 | | | | | | 2 | | | | | | 100 | | |  | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | | |  | | | | | | Значение | | | | | | ст.св. | | | | | | Асимпт. значимость (2-стор.) | | | | | |  | | | | | |  | | |  | | | | | Хи-квадрат Пирсона | | | | | | 31,110a | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Отношение правдоподобия | | | | | | 35,208 | | | | | | 4 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Линейно-линейная связь | | | | | | 27,268 | | | | | | 1 | | | | | | ,000 | | | | | |  | | | | | |  | | |  | | | | | Кол-во валидных наблюдений | | | | | | 100 | | | | | |  | | | | | |  | | | | | |  | | | | | |  | | |  | | | | | a. В 5 (55,6%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,14. | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | |  | | |  | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | Пропущенные | | | | | | | | | | | Итого | | | | | | | | N | | | | | Процент | | | | | N | | | | | Процент | | | | | | N | | Процент | | | | | | Группа \* В1 | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | | 101 | | 100,0% | | | | | | Группа \* В2 | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | | 101 | | 100,0% | | | | | | Группа \* В3 | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | | 101 | | 100,0% | | | | | | Группа \* В4 | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | | 101 | | 100,0% | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | |  | | | | | | | | В1 | | | | | | | | | | | | | | | | | | Итого | | | | | | 1 | | | | | 2 | | | | | 3 | | | | | | 4 | | | Группа | | | 1,0 | | | | | 6 | | | | | 25 | | | | | 5 | | | | | | 14 | | 50 | | | | | | 2,0 | | | | | 0 | | | | | 22 | | | | | 15 | | | | | | 13 | | 50 | | | | | | Итого | | | | | | | | 6 | | | | | 47 | | | | | 20 | | | | | | 27 | | 100 | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | | |  | |  | | | | | | Хи-квадрат Пирсона | | | 11,229a | | | | | 3 | | | | | ,011 | | | | |  | | | | | |  | |  | | | | | | Отношение правдоподобия | | | 13,779 | | | | | 3 | | | | | ,003 | | | | |  | | | | | |  | |  | | | | | | Линейно-линейная связь | | | 2,211 | | | | | 1 | | | | | ,137 | | | | |  | | | | | |  | |  | | | | | | Кол-во валидных наблюдений | | | 100 | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | a. В 2 (25,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 3,00. | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | |  | | | | | | | | В2 | | | | | | | | | | | | | | | | | | Итого | | | | | | 1 | | | | | 2 | | | | | 3 | | | | | | 4 | | | Группа | | | 1,0 | | | | | 24 | | | | | 21 | | | | | 5 | | | | | | 0 | | 50 | | | | | | 2,0 | | | | | 2 | | | | | 28 | | | | | 19 | | | | | | 1 | | 50 | | | | | | Итого | | | | | | | | 26 | | | | | 49 | | | | | 24 | | | | | | 1 | | 100 | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | | |  | |  | | | | | | Хи-квадрат Пирсона | | | 28,782a | | | | | 3 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Отношение правдоподобия | | | 33,039 | | | | | 3 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Линейно-линейная связь | | | 26,473 | | | | | 1 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Кол-во валидных наблюдений | | | 100 | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | a. В 2 (25,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,50. | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Частота | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | |  | | | | | | | | В3 | | | | | | | | | | | | | | | | Итого | |  | | | | | | 1 | | | | | 2 | | | | | 3 | | | | | |  | | | | | | Группа | | | 1,0 | | | | | 32 | | | | | 15 | | | | | 3 | | | | | | 50 | |  | | | | | | 2,0 | | | | | 11 | | | | | 23 | | | | | 16 | | | | | | 50 | |  | | | | | | Итого | | | | | | | | 43 | | | | | 38 | | | | | 19 | | | | | | 100 | |  | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | | |  | |  | | | | | | Хи-квадрат Пирсона | | | 20,835a | | | | | 2 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Отношение правдоподобия | | | 22,171 | | | | | 2 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Линейно-линейная связь | | | 20,349 | | | | | 1 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Кол-во валидных наблюдений | | | 100 | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 9,50. | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | Частота | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | |  | | | | | | | | В4 | | | | | | | | | | | | | | | | Итого | |  | | | | | | 1 | | | | | 2 | | | | | 3 | | | | | |  | | | | | | Группа | | | 1,0 | | | | | 46 | | | | | 4 | | | | | 0 | | | | | | 50 | |  | | | | | | 2,0 | | | | | 26 | | | | | 11 | | | | | 13 | | | | | | 50 | |  | | | | | | Итого | | | | | | | | 72 | | | | | 15 | | | | | 13 | | | | | | 100 | |  | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | | |  | |  | | | | | | Хи-квадрат Пирсона | | | 21,822a | | | | | 2 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Отношение правдоподобия | | | 27,048 | | | | | 2 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Линейно-линейная связь | | | 21,481 | | | | | 1 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Кол-во валидных наблюдений | | | 100 | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 6,50. | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | Пропущенные | | | | | | | | | | | Итого | | | | | | | | N | | | | | Процент | | | | | N | | | | | Процент | | | | | | N | | Процент | | | | | | Группа \* Вос1 | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | | 101 | | 100,0% | | | | | | Группа \* Вос2 | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | | 101 | | 100,0% | | | | | | Группа \* Вос3 | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | | 101 | | 100,0% | | | | | | Группа \* Вос4 | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | | 101 | | 100,0% | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | |  | | | | | | | | Вос1 | | | | | | | | | | | | | | | | | | Итого | | | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | | | | 4,0 | | | Группа | | | 1,0 | | | | | 10 | | | | | 15 | | | | | 20 | | | | | | 5 | | 50 | | | | | | 2,0 | | | | | 0 | | | | | 24 | | | | | 19 | | | | | | 7 | | 50 | | | | | | Итого | | | | | | | | 10 | | | | | 39 | | | | | 39 | | | | | | 12 | | 100 | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | | |  | |  | | | | | | Хи-квадрат Пирсона | | | 12,436a | | | | | 3 | | | | | ,006 | | | | |  | | | | | |  | |  | | | | | | Отношение правдоподобия | | | 16,319 | | | | | 3 | | | | | ,001 | | | | |  | | | | | |  | |  | | | | | | Линейно-линейная связь | | | 2,428 | | | | | 1 | | | | | ,119 | | | | |  | | | | | |  | |  | | | | | | Кол-во валидных наблюдений | | | 100 | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 5,00. | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | |  | | | | | | | | Вос2 | | | | | | | | | | | | | | | | | | Итого | | | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | | | | 4,0 | | | Группа | | | 1,0 | | | | | 16 | | | | | 21 | | | | | 12 | | | | | | 1 | | 50 | | | | | | 2,0 | | | | | 5 | | | | | 28 | | | | | 15 | | | | | | 2 | | 50 | | | | | | Итого | | | | | | | | 21 | | | | | 49 | | | | | 27 | | | | | | 3 | | 100 | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | | |  | |  | | | | | | Хи-квадрат Пирсона | | | 7,429a | | | | | 3 | | | | | ,059 | | | | |  | | | | | |  | |  | | | | | | Отношение правдоподобия | | | 7,737 | | | | | 3 | | | | | ,052 | | | | |  | | | | | |  | |  | | | | | | Линейно-линейная связь | | | 4,328 | | | | | 1 | | | | | ,037 | | | | |  | | | | | |  | |  | | | | | | Кол-во валидных наблюдений | | | 100 | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | a. В 2 (25,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 1,50. | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | |  | | | | | | | | Вос3 | | | | | | | | | | | | | | | | | | Итого | | | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | | | | 4,0 | | | Группа | | | 1,0 | | | | | 16 | | | | | 30 | | | | | 4 | | | | | | 0 | | 50 | | | | | | 2,0 | | | | | 6 | | | | | 27 | | | | | 15 | | | | | | 2 | | 50 | | | | | | Итого | | | | | | | | 22 | | | | | 57 | | | | | 19 | | | | | | 2 | | 100 | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | | |  | |  | | | | | | Хи-квадрат Пирсона | | | 13,072a | | | | | 3 | | | | | ,004 | | | | |  | | | | | |  | |  | | | | | | Отношение правдоподобия | | | 14,430 | | | | | 3 | | | | | ,002 | | | | |  | | | | | |  | |  | | | | | | Линейно-линейная связь | | | 12,630 | | | | | 1 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Кол-во валидных наблюдений | | | 100 | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | a. В 2 (25,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 1,00. | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Частота | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | |  | | | | | | | | Вос4 | | | | | | | | | | | | | | | | | | Итого | | | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | | | | 4,0 | | | Группа | | | 1,0 | | | | | 46 | | | | | 4 | | | | | 0 | | | | | | 0 | | 50 | | | | | | 2,0 | | | | | 10 | | | | | 25 | | | | | 14 | | | | | | 1 | | 50 | | | | | | Итого | | | | | | | | 56 | | | | | 29 | | | | | 14 | | | | | | 1 | | 100 | | | | | |  | | |  | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | |  | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | | |  | |  | | | | | | Хи-квадрат Пирсона | | | 53,350a | | | | | 3 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Отношение правдоподобия | | | 62,808 | | | | | 3 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Линейно-линейная связь | | | 46,154 | | | | | 1 | | | | | ,000 | | | | |  | | | | | |  | |  | | | | | | Кол-во валидных наблюдений | | | 100 | | | | |  | | | | |  | | | | |  | | | | | |  | |  | | | | | | a. В 2 (25,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна ,50. | | | | | | | | | | | | | | | | | |  | | | | | |  | |  | | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | Пропущенные | | | | | | | | | | Итого | | | | | | | | | | | N | | | | | Процент | | | | | N | | | | | Процент | | | | | N | | | | | | | | | Процент | | Группа \* Отн1 | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | | | | | | | | 100,0% | | Группа \* Отн2 | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | | | | | | | | 100,0% | | Группа \* Отн3 | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | | | | | | | | 100,0% | | Группа \* Отн4 | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | | | | | | | | 100,0% | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |  | | Частота |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | |  | | | | | | Отн1 | | | | | | | | | | Итого | | | | |  | | | | | | | | |  | | 1 | | | | | 2 | | | | |  | | | | | | | | |  | | Группа | 1,0 | | | | | 13 | | | | | 37 | | | | | 50 | | | | |  | | | | | | | | |  | | 2,0 | | | | | 15 | | | | | 35 | | | | | 50 | | | | |  | | | | | | | | |  | | Итого | | | | | | 28 | | | | | 72 | | | | | 100 | | | | |  | | | | | | | | |  | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | Точная значимость (2-стор.) | | | | | Точная значимость (1-стор.) | | | | | | | | |  | | Хи-квадрат Пирсона | ,198a | | | | | 1 | | | | | ,656 | | | | |  | | | | |  | | | | | | | | |  | | Поправка на непрерывностьb | ,050 | | | | | 1 | | | | | ,824 | | | | |  | | | | |  | | | | | | | | |  | | Отношение правдоподобия | ,199 | | | | | 1 | | | | | ,656 | | | | |  | | | | |  | | | | | | | | |  | | Точный критерий Фишера |  | | | | |  | | | | |  | | | | | ,824 | | | | | ,412 | | | | | | | | |  | | Линейно-линейная связь | ,196 | | | | | 1 | | | | | ,658 | | | | |  | | | | |  | | | | | | | | |  | | Кол-во валидных наблюдений | 100 | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 14,00. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |  | | Частота |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | |  | | | | | | Отн2 | | | | | | | | | | Итого | | | | |  | | | | | | | | |  | | 1 | | | | | 2 | | | | |  | | | | | | | | |  | | Группа | 1,0 | | | | | 35 | | | | | 15 | | | | | 50 | | | | |  | | | | | | | | |  | | 2,0 | | | | | 30 | | | | | 20 | | | | | 50 | | | | |  | | | | | | | | |  | | Итого | | | | | | 65 | | | | | 35 | | | | | 100 | | | | |  | | | | | | | | |  | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | Точная значимость (2-стор.) | | | | | Точная значимость (1-стор.) | | | | | | | | |  | | Хи-квадрат Пирсона | 1,099a | | | | | 1 | | | | | ,295 | | | | |  | | | | |  | | | | | | | | |  | | Поправка на непрерывностьb | ,703 | | | | | 1 | | | | | ,402 | | | | |  | | | | |  | | | | | | | | |  | | Отношение правдоподобия | 1,102 | | | | | 1 | | | | | ,294 | | | | |  | | | | |  | | | | | | | | |  | | Точный критерий Фишера |  | | | | |  | | | | |  | | | | | ,402 | | | | | ,201 | | | | | | | | |  | | Линейно-линейная связь | 1,088 | | | | | 1 | | | | | ,297 | | | | |  | | | | |  | | | | | | | | |  | | Кол-во валидных наблюдений | 100 | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 17,50. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |  | | Частота |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | |  | | | | | | Отн3 | | | | | | | | | | Итого | | | | |  | | | | | | | | |  | | 1 | | | | | 2 | | | | |  | | | | | | | | |  | | Группа | 1,0 | | | | | 38 | | | | | 12 | | | | | 50 | | | | |  | | | | | | | | |  | | 2,0 | | | | | 29 | | | | | 21 | | | | | 50 | | | | |  | | | | | | | | |  | | Итого | | | | | | 67 | | | | | 33 | | | | | 100 | | | | |  | | | | | | | | |  | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | Точная значимость (2-стор.) | | | | | Точная значимость (1-стор.) | | | | | | | | |  | | Хи-квадрат Пирсона | 3,664a | | | | | 1 | | | | | ,056 | | | | |  | | | | |  | | | | | | | | |  | | Поправка на непрерывностьb | 2,895 | | | | | 1 | | | | | ,089 | | | | |  | | | | |  | | | | | | | | |  | | Отношение правдоподобия | 3,699 | | | | | 1 | | | | | ,054 | | | | |  | | | | |  | | | | | | | | |  | | Точный критерий Фишера |  | | | | |  | | | | |  | | | | | ,088 | | | | | ,044 | | | | | | | | |  | | Линейно-линейная связь | 3,627 | | | | | 1 | | | | | ,057 | | | | |  | | | | |  | | | | | | | | |  | | Кол-во валидных наблюдений | 100 | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 16,50. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |  | | Частота |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | |  | | | | | | Отн4 | | | | | | | | | | Итого | | | | |  | | | | | | | | |  | | 1 | | | | | 2 | | | | |  | | | | | | | | |  | | Группа | 1,0 | | | | | 49 | | | | | 1 | | | | | 50 | | | | |  | | | | | | | | |  | | 2,0 | | | | | 44 | | | | | 6 | | | | | 50 | | | | |  | | | | | | | | |  | | Итого | | | | | | 93 | | | | | 7 | | | | | 100 | | | | |  | | | | | | | | |  | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | Точная значимость (2-стор.) | | | | | Точная значимость (1-стор.) | | | | | | | | |  | | Хи-квадрат Пирсона | 3,840a | | | | | 1 | | | | | ,050 | | | | |  | | | | |  | | | | | | | | |  | | Поправка на непрерывностьb | 2,458 | | | | | 1 | | | | | ,117 | | | | |  | | | | |  | | | | | | | | |  | | Отношение правдоподобия | 4,231 | | | | | 1 | | | | | ,040 | | | | |  | | | | |  | | | | | | | | |  | | Точный критерий Фишера |  | | | | |  | | | | |  | | | | | ,112 | | | | | ,056 | | | | | | | | |  | | Линейно-линейная связь | 3,802 | | | | | 1 | | | | | ,051 | | | | |  | | | | |  | | | | | | | | |  | | Кол-во валидных наблюдений | 100 | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | | | |  | | a. В 2 (50,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 3,50. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | Пропущенные | | | | | | | | | | Итого | | | | | | | N | | | | | Процент | | | | | N | | | | | Процент | | | | | N | | Процент | | | | | Группа \* Рас1 | | | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | 100,0% | | | | | Группа \* Рас2 | | | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | 100,0% | | | | | Группа \* Рас3 | | | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | 100,0% | | | | | Группа \* Рас4 | | | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | 100,0% | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Частота | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | |  | | | | | | | | | | Рас1 | | | | | | | | | | | | | | | Итого | |  | | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | | |  | | | | | Группа | | | | | 1,0 | | | | | 9 | | | | | 30 | | | | | 11 | | | | | 50 | |  | | | | | 2,0 | | | | | 5 | | | | | 35 | | | | | 10 | | | | | 50 | |  | | | | | Итого | | | | | | | | | | 14 | | | | | 65 | | | | | 21 | | | | | 100 | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | |  | | | | |  | |  | | | | |  | | | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | |  | |  | | | | | Хи-квадрат Пирсона | | | | | 1,575a | | | | | 2 | | | | | ,455 | | | | |  | | | | |  | |  | | | | | Отношение правдоподобия | | | | | 1,592 | | | | | 2 | | | | | ,451 | | | | |  | | | | |  | |  | | | | | Линейно-линейная связь | | | | | ,258 | | | | | 1 | | | | | ,611 | | | | |  | | | | |  | |  | | | | | Кол-во валидных наблюдений | | | | | 100 | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 7,00. | | | | | | | | | | | | | | | | | | | |  | | | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Частота | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | |  | | | | | | | | | | Рас2 | | | | | | | | | | | | | | | Итого | |  | | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | | |  | | | | | Группа | | | | | 1,0 | | | | | 24 | | | | | 24 | | | | | 2 | | | | | 50 | |  | | | | | 2,0 | | | | | 8 | | | | | 31 | | | | | 11 | | | | | 50 | |  | | | | | Итого | | | | | | | | | | 32 | | | | | 55 | | | | | 13 | | | | | 100 | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | |  | | | | |  | |  | | | | |  | | | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | |  | |  | | | | | Хи-квадрат Пирсона | | | | | 15,122a | | | | | 2 | | | | | ,001 | | | | |  | | | | |  | |  | | | | | Отношение правдоподобия | | | | | 16,125 | | | | | 2 | | | | | ,000 | | | | |  | | | | |  | |  | | | | | Линейно-линейная связь | | | | | 14,949 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | |  | | | | | Кол-во валидных наблюдений | | | | | 100 | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 6,50. | | | | | | | | | | | | | | | | | | | |  | | | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Частота | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | |  | | | | | | | | | | Рас3 | | | | | | | | | | | | | | | Итого | |  | | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | | |  | | | | | Группа | | | | | 1,0 | | | | | 19 | | | | | 28 | | | | | 3 | | | | | 50 | |  | | | | | 2,0 | | | | | 4 | | | | | 26 | | | | | 20 | | | | | 50 | |  | | | | | Итого | | | | | | | | | | 23 | | | | | 54 | | | | | 23 | | | | | 100 | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | |  | | | | |  | |  | | | | |  | | | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | |  | |  | | | | | Хи-квадрат Пирсона | | | | | 22,422a | | | | | 2 | | | | | ,000 | | | | |  | | | | |  | |  | | | | | Отношение правдоподобия | | | | | 24,778 | | | | | 2 | | | | | ,000 | | | | |  | | | | |  | |  | | | | | Линейно-линейная связь | | | | | 22,038 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | |  | | | | | Кол-во валидных наблюдений | | | | | 100 | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 11,50. | | | | | | | | | | | | | | | | | | | |  | | | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | Частота | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | |  | | | | | | | | | | Рас4 | | | | | | | | | | | | | | | Итого | |  | | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | | |  | | | | | Группа | | | | | 1,0 | | | | | 43 | | | | | 7 | | | | | 0 | | | | | 50 | |  | | | | | 2,0 | | | | | 9 | | | | | 35 | | | | | 6 | | | | | 50 | |  | | | | | Итого | | | | | | | | | | 52 | | | | | 42 | | | | | 6 | | | | | 100 | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | |  | | | | |  | |  | | | | |  | | | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | | |  | |  | | | | | Хи-квадрат Пирсона | | | | | 46,897a | | | | | 2 | | | | | ,000 | | | | |  | | | | |  | |  | | | | | Отношение правдоподобия | | | | | 52,866 | | | | | 2 | | | | | ,000 | | | | |  | | | | |  | |  | | | | | Линейно-линейная связь | | | | | 42,997 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | |  | | | | | Кол-во валидных наблюдений | | | | | 100 | | | | |  | | | | |  | | | | |  | | | | |  | |  | | | | | a. В 2 (33,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 3,00. | | | | | | | | | | | | | | | | | | | |  | | | | |  | |  | | | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | Пропущенные | | | | | | | | | | Итого | | | | | | | | | | N | | | | | Процент | | | | | N | | | | | Процент | | | | | N | | | | | | | Процент | | | Группа \* Св1 | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | | | | | | 100,0% | | | Группа \* Св2 | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | | | | | | 100,0% | | | Группа \* Св3 | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | | | | | | 100,0% | | | Группа \* Св4 | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | | 101 | | | | | | | 100,0% | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |  | | | Частота | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | |  | | | | | | | Св1 | | | | | | | | | | Итого | | | | |  | | | | | | |  | | | 1 | | | | | 2 | | | | |  | | | | | | |  | | | Группа | | 1,0 | | | | | 15 | | | | | 35 | | | | | 50 | | | | |  | | | | | | |  | | | 2,0 | | | | | 6 | | | | | 44 | | | | | 50 | | | | |  | | | | | | |  | | | Итого | | | | | | | 21 | | | | | 79 | | | | | 100 | | | | |  | | | | | | |  | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | Точная значимость (2-стор.) | | | | | Точная значимость (1-стор.) | | | | | | |  | | | Хи-квадрат Пирсона | | 4,882a | | | | | 1 | | | | | ,027 | | | | |  | | | | |  | | | | | | |  | | | Поправка на непрерывностьb | | 3,858 | | | | | 1 | | | | | ,050 | | | | |  | | | | |  | | | | | | |  | | | Отношение правдоподобия | | 5,012 | | | | | 1 | | | | | ,025 | | | | |  | | | | |  | | | | | | |  | | | Точный критерий Фишера | |  | | | | |  | | | | |  | | | | | ,048 | | | | | ,024 | | | | | | |  | | | Линейно-линейная связь | | 4,834 | | | | | 1 | | | | | ,028 | | | | |  | | | | |  | | | | | | |  | | | Кол-во валидных наблюдений | | 100 | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 10,50. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |  | | | Частота | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | |  | | | | | | | Св2 | | | | | | | | | | Итого | | | | |  | | | | | | |  | | | 1 | | | | | 2 | | | | |  | | | | | | |  | | | Группа | | 1,0 | | | | | 47 | | | | | 3 | | | | | 50 | | | | |  | | | | | | |  | | | 2,0 | | | | | 30 | | | | | 20 | | | | | 50 | | | | |  | | | | | | |  | | | Итого | | | | | | | 77 | | | | | 23 | | | | | 100 | | | | |  | | | | | | |  | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | Точная значимость (2-стор.) | | | | | Точная значимость (1-стор.) | | | | | | |  | | | Хи-квадрат Пирсона | | 16,318a | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Поправка на непрерывностьb | | 14,455 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Отношение правдоподобия | | 17,857 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Точный критерий Фишера | |  | | | | |  | | | | |  | | | | | ,000 | | | | | ,000 | | | | | | |  | | | Линейно-линейная связь | | 16,155 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Кол-во валидных наблюдений | | 100 | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 11,50. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |  | | | Частота | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | |  | | | | | | | Св3 | | | | | | | | | | Итого | | | | |  | | | | | | |  | | | 1 | | | | | 2 | | | | |  | | | | | | |  | | | Группа | | 1,0 | | | | | 37 | | | | | 13 | | | | | 50 | | | | |  | | | | | | |  | | | 2,0 | | | | | 15 | | | | | 35 | | | | | 50 | | | | |  | | | | | | |  | | | Итого | | | | | | | 52 | | | | | 48 | | | | | 100 | | | | |  | | | | | | |  | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | Точная значимость (2-стор.) | | | | | Точная значимость (1-стор.) | | | | | | |  | | | Хи-квадрат Пирсона | | 19,391a | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Поправка на непрерывностьb | | 17,668 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Отношение правдоподобия | | 20,077 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Точный критерий Фишера | |  | | | | |  | | | | |  | | | | | ,000 | | | | | ,000 | | | | | | |  | | | Линейно-линейная связь | | 19,197 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Кол-во валидных наблюдений | | 100 | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 24,00. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | |  | | | | | | |  | | | Частота | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | |  | | | | | | | Св4 | | | | | | | | | | Итого | | | | |  | | | | | | |  | | | 1 | | | | | 2 | | | | |  | | | | | | |  | | | Группа | | 1,0 | | | | | 50 | | | | | 0 | | | | | 50 | | | | |  | | | | | | |  | | | 2,0 | | | | | 34 | | | | | 16 | | | | | 50 | | | | |  | | | | | | |  | | | Итого | | | | | | | 84 | | | | | 16 | | | | | 100 | | | | |  | | | | | | |  | | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | | Точная значимость (2-стор.) | | | | | Точная значимость (1-стор.) | | | | | | |  | | | Хи-квадрат Пирсона | | 19,048a | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Поправка на непрерывностьb | | 16,741 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Отношение правдоподобия | | 25,247 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Точный критерий Фишера | |  | | | | |  | | | | |  | | | | | ,000 | | | | | ,000 | | | | | | |  | | | Линейно-линейная связь | | 18,857 | | | | | 1 | | | | | ,000 | | | | |  | | | | |  | | | | | | |  | | | Кол-во валидных наблюдений | | 100 | | | | |  | | | | |  | | | | |  | | | | |  | | | | | | |  | | | a. В 0 (0,0%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 8,00. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | b. Вычисляется только для таблицы 2x2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | **Сводка обработки наблюдений** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Наблюдения | | | | | | | | | | | | | | | | | | | | | | | | | | | | Валидные | | | | | | | | | | Пропущенные | | | | | | | | | Итого | | | | | | | | | N | | | | | Процент | | | | | N | | | | | Процент | | | | N | | | | | Процент | | | | Группа \* Соп1 | | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | 101 | | | | | 100,0% | | | | Группа \* Соп2 | | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | 101 | | | | | 100,0% | | | | Группа \* Соп3 | | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | 101 | | | | | 100,0% | | | | Группа \* Соп4 | | | | 100 | | | | | 99,0% | | | | | 1 | | | | | 1,0% | | | | 101 | | | | | 100,0% | | | |  | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Частота | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | |  | | | | | | | | | Соп1 | | | | | | | | | | | | | | Итого | | | | |  | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | |  | | | | Группа | | | | 1,0 | | | | | 6 | | | | | 24 | | | | | 20 | | | | 50 | | | | |  | | | | 2,0 | | | | | 1 | | | | | 20 | | | | | 29 | | | | 50 | | | | |  | | | | Итого | | | | | | | | | 7 | | | | | 44 | | | | | 49 | | | | 100 | | | | |  | | | |  | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |  | | | |  | | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | |  | | | | |  | | | | Хи-квадрат Пирсона | | | | 5,588a | | | | | 2 | | | | | ,061 | | | | |  | | | |  | | | | |  | | | | Отношение правдоподобия | | | | 5,989 | | | | | 2 | | | | | ,050 | | | | |  | | | |  | | | | |  | | | | Линейно-линейная связь | | | | 5,058 | | | | | 1 | | | | | ,025 | | | | |  | | | |  | | | | |  | | | | Кол-во валидных наблюдений | | | | 100 | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | a. В 2 (33,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 3,50. | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |  | | | |  | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Частота | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | |  | | | | | | | | | Соп2 | | | | | | | | | | | | | | Итого | | | | |  | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | |  | | | | Группа | | | | 1,0 | | | | | 22 | | | | | 25 | | | | | 3 | | | | 50 | | | | |  | | | | 2,0 | | | | | 11 | | | | | 34 | | | | | 5 | | | | 50 | | | | |  | | | | Итого | | | | | | | | | 33 | | | | | 59 | | | | | 8 | | | | 100 | | | | |  | | | |  | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |  | | | |  | | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | |  | | | | |  | | | | Хи-квадрат Пирсона | | | | 5,540a | | | | | 2 | | | | | ,063 | | | | |  | | | |  | | | | |  | | | | Отношение правдоподобия | | | | 5,621 | | | | | 2 | | | | | ,060 | | | | |  | | | |  | | | | |  | | | | Линейно-линейная связь | | | | 4,815 | | | | | 1 | | | | | ,028 | | | | |  | | | |  | | | | |  | | | | Кол-во валидных наблюдений | | | | 100 | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | a. В 2 (33,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 4,00. | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |  | | | |  | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Частота | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | |  | | | | | | | | | Соп3 | | | | | | | | | | | | | | Итого | | | | |  | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | |  | | | | Группа | | | | 1,0 | | | | | 30 | | | | | 18 | | | | | 2 | | | | 50 | | | | |  | | | | 2,0 | | | | | 11 | | | | | 32 | | | | | 7 | | | | 50 | | | | |  | | | | Итого | | | | | | | | | 41 | | | | | 50 | | | | | 9 | | | | 100 | | | | |  | | | |  | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |  | | | |  | | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | |  | | | | |  | | | | Хи-квадрат Пирсона | | | | 15,503a | | | | | 2 | | | | | ,000 | | | | |  | | | |  | | | | |  | | | | Отношение правдоподобия | | | | 16,066 | | | | | 2 | | | | | ,000 | | | | |  | | | |  | | | | |  | | | | Линейно-линейная связь | | | | 14,342 | | | | | 1 | | | | | ,000 | | | | |  | | | |  | | | | |  | | | | Кол-во валидных наблюдений | | | | 100 | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | a. В 2 (33,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 4,50. | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |  | | | |  | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | **Таблица сопряженности** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | Частота | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | |  | | | | | | | | | Соп4 | | | | | | | | | | | | | | Итого | | | | |  | | | | 1,0 | | | | | 2,0 | | | | | 3,0 | | | |  | | | | Группа | | | | 1,0 | | | | | 45 | | | | | 5 | | | | | 0 | | | | 50 | | | | |  | | | | 2,0 | | | | | 17 | | | | | 31 | | | | | 2 | | | | 50 | | | | |  | | | | Итого | | | | | | | | | 62 | | | | | 36 | | | | | 2 | | | | 100 | | | | |  | | | |  | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | **Критерии хи-квадрат** | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |  | | | |  | | | | Значение | | | | | ст.св. | | | | | Асимпт. значимость (2-стор.) | | | | |  | | | |  | | | | |  | | | | Хи-квадрат Пирсона | | | | 33,423a | | | | | 2 | | | | | ,000 | | | | |  | | | |  | | | | |  | | | | Отношение правдоподобия | | | | 36,782 | | | | | 2 | | | | | ,000 | | | | |  | | | |  | | | | |  | | | | Линейно-линейная связь | | | | 31,821 | | | | | 1 | | | | | ,000 | | | | |  | | | |  | | | | |  | | | | Кол-во валидных наблюдений | | | | 100 | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | a. В 2 (33,3%) ячейках ожидаемая частота меньше 5. Минимальная ожидаемая частота равна 1,00. | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |  | | | |  |  |  |  |  |  |

Приложение Ж.



Приложение К.



Приложение Л.



Приложение М.



**Приложение Н.**



Приложение П.