

Psycho-Cognitive Human Deprivation: The Essence and Main Aspects

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Abstract: The relevance of the research is due to the need to initialize the cognitive activity of the psyche, eliminate internal obstacles and full use of its resources as well as ensure the assimilation of knowledge and skills. The article aims to reveal the essence and main aspects of psycho-cognitive human deprivation. Psycho-energetic and energetic-psycho-functional approaches were used. Within the framework of these approaches, the cognitive sphere through Psy-programs ensures the selection of information, and it is processing, the formation of the new mental, its transmission and use. Also, methods of analysis, synthesis, comparison and grouping were used. The essence of psycho-cognitive human deprivation was revealed, which is the stagnation or destructive process of the cognitive sphere of the psyche caused by either under-development, social immaturity or destruction of certain parameters of cognitive processes or lack, absence or unreliability of knowledge; psycho-sensitive, abstract-mental and mnemonic derivations as subspecies of psycho-cognitive deprivation; some features of the operational and functional activity of the cognitive sphere of the psyche of a deprived person are found out. Revealing the essence of psycho-cognitive deprivation and the definition of its main aspects will allow to develop the measures aimed, first, at its elimination and prevention; second, the development of the cognitive sphere and the full use of its resources; third, development of psy-programs using the resources of the unconscious, subconscious, conscious and superconscious in order to search for the latest knowledge, discoveries and inventions.

Keywords: Cognitive sphere, psychic deprivation, psycho-sensitive human deprivation, mnemonic human deprivation, abstract-mental deprivation.

INTRODUCTION

Nowadays, there appear to be more and more requirements to the cognitive activity of a person because the amount of knowledge and skills that should be mastered in the modern information society is constantly growing up and they are constantly being updated and changed to newer and more advanced. In the modern world, almost every day scientific discoveries are made, individual elements, modules, units, devices, complexes of artificial intelligence are created on the fundamentally new scientific basis (for example, robots for performing different tasks, etc.), the number of new equipment and technology in actually all industries and areas is growing, there are changes in the structure and content of economic, political, social and interpersonal activities and relations, but a significant part of people are often not able to cognise them and adequately use them in their lives.

And this applies not only to specialists of different fields, their competence and activities but in the direct sense all spheres of life, including household. In general, today, the full use of human cognitive capabilities is one of the most potent factors of

progress [1]. And indeed, with their help, a person penetrates into the secrets of nature, the Universe, searches for fundamentally new knowledge, person penetrates into the secrets of nature, the Universe, carries out the search for fundamentally new knowledge, develops on their basis new technology in various sectors of economy and spheres of public life, changes the outside world for his needs and simply uses the achievements of science and technology for development, education, socialisation of the younger generation, professional activity, communication, interaction in the society and the like.

At the same time, nowadays, society needs competitive individuals, that is, those who would be able to adapt to the constant social and professional changes, including in technics and technology, new conditions of life activity, as well as would be ready for continuous acquiring new knowledge, skills and abilities during the activity and life, while not at the expense of their mental health [2]. Also, it can be argued without reservations that in our time, the development of an individual's self-image as a whole is dependent on its intellectual progress. Since in the basis of social intelligence and social thinking of the individual, there are mental cognitive processes, and it is they that actually determine the functionality of thought and consciousness. In this case, for example, both consciousness and thinking are considered as a means of generalisation by the individual of the way of

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life he managed to achieve himself in specific conditions [3].

Besides, the socially organised human activity requires not only the preservation of its own experience and its reproduction by the individual for himself but also its preservation and reproduction for the others. That is why the need to reveal the deep essence of mnemonic processes in the development of more and more perfect and complex forms of memorisation becomes more relevant in the course of human activity [4]. But, in view of different reasons, not all cognitive needs, in particular, those related to the development, upbringing and education of the younger generation, professional activity, adaptation and readaptation in the society, etc., the cognitive sphere of person can be satisfied owing to the fact that his cognitive activity either lags behind requirements of time, or "failures", or is simply incapable of providing the solution of new cognitive tasks.

As it is known, in its essence, human cognitive activity is a process of reflection in his psyche of objects, phenomena and the links between them. However, such a reflection on the human psyche can be at the level of sensitive cognition when objects and phenomena of the outside world have direct impact on the human senses, causing mental cognitive processes of sensation and perception, and at the level of abstract cognition when it occurs with the participation of the processes of thinking and imagination [2]. For both forms of knowledge, an important role belongs to memory, which fixes and then reproduces what is reflected in the process of cognition, that is, information, knowledge. Without it, thinking, imagination and intellect would be impossible. At the same time, it should be taken into account that mnemonic functions constitute a separate subsystem of the cognitive sphere [1]. In general, mnemonic phenomena are understood as mental cognitive processes with the help of which a person systematically or for a specific time preserves the information that is transformed as a result of display [5].

However, the inability of a person to satisfy his cognitive needs is often a consequence of her or her existing psycho-cognitive deprivation, which is a type of mental deprivation. But, for today, psycho-cognitive deprivation did not only find any proper scientific explanation in psychological science, but it is not even regarded as a complex phenomenon of cognitive sphere of the human psyche. In the science, there is nothing but episodic knowledge of cognitive and

sensory deprivation that is related to psycho-cognitive deprivation, but the research of these problems is mainly focused on studying the conditions of their occurrence and the consequences which can be caused by their presence [6]. In general, there is no true knowledge regarding what means the concept of psycho-cognitive deprivation and how it affects the cognitive activity of a person, thinking, intelligence, socialisation, adaptation, behaviour, professional activity, communication and so on. So, the research of human psycho-cognitive deprivation is relevant for both psychological theory and practice because it will allow developing the measures to prevent rigidity, stagnation, destruction and regression of its cognitive sphere, as well as to intensify cognitive activity in general and fully use the resources inherent in it.

METHODOLOGICAL FRAMEWORK

In our opinion, psycho-energetic and energy-psycho-functional approaches are the main ones in the study of human psycho-cognitive deprivation, which are disclosed in the research works of M. Varii [7, 8]. In the framework of the psycho-energetic approach any kind of the mental, as well as human psyche as the independent mental, exist in the form of psy-energy (psy-waves like electromagnetic waves or waves of the biofield) which are the carriers of information and its objective/subjective significance. The mental is a phenomenon that contains psycho energy (that is, information and its objective significance for the external mental, and subjective significance for the internal mental), through which one can interact with the human mentality and other mental. Hence, any object or phenomenon is the psychic which keeps psycho energy (information about it, its essence and significance). A quantum of energy is taken for a unit of the mental, which already includes minimal information that is of some significance. According to this approach, the human psyche is a relatively independent individual holographic and informational-energetic formation with its own psy-code that at the same time is proper to an individual and exists as an independent concept, as well as keeps the information about the past, present and future of the subject of the psyche, its internal and external world, and reflects their importance for it.

Energetic-psycho-functional approach reveals the operational and functional activity of the human psyche as an integral complex that an integral complex which integrally unites the psy-programs of the unconscious, subconscious, conscious and superconscious levels,

and is the process of interaction of psycho energy of the external and internal and internally-internal mental that result in the formation of the new mental. The central element of the functioning of the human psyche is its psy-programs at its different levels and it is they which are the instrument of operational and functional transformations of the existing mental and psycho energy received from outside (existing information and its objective/subjective importance), its processing and transformation (creation of the new mental) and conveying (use). Psy-programs in the human psyche is formed on the basis of a certain unconscious or conscious fixed attitude with its own psy-code that activates the other internal and/or external mental, according to this code, and directs it to the implementation of the information existing in it (fixed installation). However, the psy-program starts to function after its activation takes place, that is, a significant increase of the degree of importance (energy power) of the information which is in the basis of the mental [9]. In the process of implementing these approaches, there were also used the methods of analysis, synthesis, specification, generalisation, comparison and grouping of knowledge about the human psyche and its cognitive sphere.

RESULTS

Based on the research we found that the psycho-cognitive human deprivation is to a greater or lesser extent, the stagnation or destructive process of functioning of the cognitive (intellectual) sphere of the human psyche which caused by either underdevelopment, immaturity or destruction of certain parameters of mental cognitive processes, or lack, absence or unreliability of knowledge necessary for a person's activity, owing to restriction or complete elimination of the subject of the psyche from active versatile adequate sensitive and abstract cognition of the outside world and himself in it. Psycho-cognitive human deprivation can occur at different levels of the process of its cognition of the outside world. The first level, without which the world's perception is impossible in general, is sensory-perceptive, which ensures obtaining the information under the direct impact of objects and phenomena on the sense organs. At this level, psycho-sensitive deprivation can occur. For example, people with special needs (the deaf, the blind, etc.), as well as with underdeveloped or damaged sensory organs, or isolated from the impact of external stimuli. Psycho-sensitive deprivation is to a greater or lesser extent, a destructive process of sensory cognition of the environment which is provoked

either underdevelopment, or immaturity, or destruction of the parameters of sensory-perceptual processes, or the limitation or complete isolation of the subject of the psyche from the impact of environmental stimuli.

The second level of cognitive activity is abstract the functioning of which is ensured by thinking and imagination, using the information (knowledge) obtained through sensory-perceptual and previous thinking activity, that is, the one that is stored in memory. Based on new knowledge, with the use of the previous one, again there occur the processes of analysis, synthesis, abstraction, comparison, grouping and classification. Taking into account them, a person solves some tasks in a new way, using judgment, reasoning and inference, as well as the forms certain concepts. At this (second) level, abstract-mental human deprivation can arise, first of all, when a person should have either incorrect or distorted, or too primitive, or outdated knowledge.

Abstract-mental human deprivation is to a greater or lesser extent a simplified or destructive process of thinking activity which is provoked by either disorder of sensory-perceptual processes in which it is obtained or obtained inaccurate, distorted information (knowledge) of objects and phenomena and relations between them, or underdevelopment of mnemonic processes, or immaturity, or destruction of certain parameters of thinking and imagination. From the above said it follows that for a person to think, he should have existing information (knowledge). So, the third level of cognitive activity is an adequate activity of memory and the relevant character of the flow of mnemonic processes in it. At this level there can occur the deprivation which we call mnemonic, it is to a greater or lesser extent, destructive process of memorisation, preservation and reproduction of knowledge, images, symbols, etc., which is provoked by either underdevelopment of memory parameters, or their destruction, or restriction or complete isolation of the subject of the psyche from mnemonic activity.

By functional state of psyche, psycho-cognitive human deprivation is stagnation, delay, inertia, rigidity, retardation, failure or inability of the cognitive (intellectual) sphere of the psyche, in accordance with the age norms of psycho-social development and norms of public life, to adequately perform operational-functional, sensory and abstract, cognitive and mnemonic activities. In general, psycho-cognitive human deprivation can be caused by 1) underdevelopment of the apparatus of the world cognition (parameters of

mental cognitive processes); 2) simplification of knowledge about objects, phenomena and connections between them; 3) obtaining unreliable knowledge; 4) cessation of the accumulation of new knowledge in the cognitive sphere that leads to the inability to get to know the objects and phenomena and relations between them.

DISCUSSION

Cognitive Deprivation in the Context of Psycho-Cognitive Denial of a Person

The analysis of research and publications on deprivation and mental deprivation suggests that in the scientific literature, it does not come about psycho-cognitive human deprivation as a form of mental denial at all. However, by the beginning of the XXI century, scientists had identified value (cognitive) deprivation, which also covers mental cognitive processes. For example, J. Laugmeier and Z. Matejcek [6] singled out "four forms of mental deprivation" among which there is notional (cognitive) deprivation which they describe as follows: "...Too changeable and chaotic structure of the outside world without explicit ordering and meaning that makes it impossible to understand, predict and regulate what happens outside". However, in our opinion, the researchers describe not the essence of the actual psycho-cognitive deprivation, but its consequences. In the framework of a deviant approach to the understanding and interpretation of mental deprivation, L. Yadvirshis [10] emphasises the presence of cognitive deprivation in the absence of capacity to understand and regulate what happens around them. But again, he does not explain the reason for the lack of such capabilities. The author left entirely open the question of how cognitive deprivation is represented in the human psyche and how it affects its operational and functional activity.

Based on their views, the representatives of the impoverished environmental approach to understanding and interpretation of mental deprivation, actually describe the psycho-social and psycho-cognitive deprivation using the concept of "impoverished environment". According to their opinion, in such an environment, the mental development of children lags. Thus, they explain that the "action strategies" and "model of the environment" of socially deprived children are not formed. "Action strategies" are understood as the rules necessary for effective decisions and behaviour, and the "environment models" are the structure and nature of relations in the

given society or social group. That is why children have difficulties with analysing and evaluating social situations, in transferring the past experience to new conditions as well as they are not able to effectively solve the problems [11]. In fact, J. Hoshovskyi, a modern Ukrainian researcher of mental deprivation of teenagers, has the same views [12]. However, the content analysis of their research works shows that they describe the external conditions of denial and the consequences of psycho-social and psycho-cognitive deprivation, but not their essence.

Sensory Deprivation, Sensory Isolation and "Sensory Hunger" and their Connection with the Human Cognitive Sphere

Some researchers equal the psycho-cognitive human denial to sensory deprivation described by J. Laugmeier and Z. Matejcek [6] as a stimulus which is understood as "a reduced number of sensory stimuli or their limited variability and modality". But this also applies to the external conditions, but not the cognitive sphere of a person. For explaining sensory deprivation, some scholars use the concept of "sensory isolation" which is interpreted as an inability to meet the needs due to the body's being in the conditions where is no impact of as large as a possible number of environmental stimuli [13]. One should note that in our research the absence of lack of stimuli causes primarily psycho-sensitive human deprivation which is one of the subtypes of psycho-cognitive one, and also affects the development of both psycho-emotional and psycho-social deprivation.

In the scientific literature, the term "sensory hunger" is sometimes used, but it is often understood not as the lack of stimuli, but as the absence or lack of emotional connections due to the lack or restriction of physical contact with the other people. Thus, E. Berne [14] states that the absence of emotional ties of the child, especially, with his mother, is the confirmation of the fact that there is a sensory hunger, and concludes that in the child's life there is always a need for stimuli that ensures him a physical contact. The researcher connects "sensory hunger" (lack of sensory impressions) with the negative mental state and the other psychiatric disorders a child can have. However, the author does not reveal at all the disorder of cognitive activity, and that is wrong because sensory processes, in general, are the primary link of a person's cognition of the world. Based on the above, the question arises: what kind of deprivation do the researchers mean – sensory, psycho-emotional or

some other? After all, from the above statements, it follows that it comes not about "sensory hunger", but rather an "emotional hunger" which is associated with psycho-emotional deprivation (not meeting the emotional needs). Besides, the absence of physical contact, for example, with the other people, is also connected with psychosocial deprivation, as indicated in our research.

So, human sensory deprivation is revealed in science from the perspective of lack of external contacts and impressions (stimuli). At the same time, first, it is actually determined mainly in the experimental conditions; second, it is associated with a lack of emotional connections which are advisable to investigate in the context of psycho-emotional deprivation; third, its impact on the quality of cognitive activity of the human psyche has not been found; fourth, the means of its operational and functional representation in the human psyche are not revealed. However, the psycho-cognitive deprivation is indirectly mentioned in many research works, including those of M. Varii [2] and S. Maksymenko [15] who reveal the functioning of the cognitive sphere of personality in the process of its development or its delay, behaviour, activity, etc. Thus, based on the analysis of the literature, it found that for today, the problem of psycho-cognitive human deprivation in the context of the human cognitive activity has not been studied, so, it goes without saying that its content, means of representation in the human psyche, mental tool of manifestation and impact on the development and behaviour and activity of the individual are not disclosed.

The Essence of Psycho-Cognitive Human Deprivation and the Causes of its Occurrence

In our research, we refer to the fact that psycho-cognitive human deprivation is one of the types of psychic deprivation. Therefore, we reveal it through the prism of the past. In our previous works, we proved that "in fact, human mental deprivation was to a greater or lesser extent the destructive process of functioning of the human psyche which led to underdevelopment or immature or destruction of certain mental parameters through not meeting by a person with certain needs necessary for his normal life and development" [16]. In our opinion, psycho-cognitive human deprivation reflects the stagnation or destructive processes that take place in a person's cognitive sphere. The reason for their occurrence is the relevant disorder of the regularities of cognitive activity of the human psyche,

that is, in the course of mental cognitive processes of sensation, perception, memory, thinking and imagination, as well as the distortion of the products of their activities, that is, knowledge which, in turn, is one way or another involved in cognitive activity.

At large, the psycho-cognitive human deprivation is to a greater or lesser degree a destructive process of the functioning of the cognitive (intellectual) sphere of the human psyche which resulted in either underdevelopment, immaturity or destruction of certain parameters of mental cognitive processes, or lack or absence or unreliability of knowledge necessary for human vital activity, in the result of restriction or complete elimination of the subject of the psyche from active versatile adequate sensual and abstract cognition of the outside world and himself in it. When it comes to the cognitive sphere of an individual, it implies not only mental cognitive processes separately and in general, their structure and patterns of functioning, but also improvement of the ways of information processing and integral products of their activity, that is, already available knowledge which is included further in processes of sensitive and abstract knowledge of a person's cognition of the environment, interaction with it, behavior, activity and so forth.

The appearance of psycho-cognitive human deprivation is affected by both external and internal factors. External factors (external deprivation conditions) include all those in which a person can not meet the needs for adequate development of all components of the cognitive (intellectual) sphere, namely, for example, the rapid development of information technology and household, industrial, service, professional and other equipment which algorithm of use is difficult for an ordinary person, as well as changes in economic activity, structure and content of social relations, etc. The internal factors that contribute to the development of psycho-cognitive deprivation include stagnation, inertia, the rigidity of mental cognitive processes (sensation, perception, memory, thinking and imagination), absence of motivation to cognise, the inability of an individual to cognise the world due to some vices (blindness, deafness, etc.).

Subtypes of Psycho-Cognitive Human Deprivation

Undoubtedly, the human cognitive sphere is too complicated, so it is studied in different aspects. But, at least, for the cognition of the environment, the following levels are necessary: sensory-perceptive, abstract

(thinking and imagination) and mnemonic (processes of memory functioning, in particular, memorisation). At each of these levels, the human cognitive deprivation can occur: at the sensory-perceptual – psycho-sensitive; at the mnemonic – mnemonic; at the abstract – mental-cognitive. Logic is the following: with the help of sensory processes through the senses, a person perceives the individual properties and qualities of objects and phenomena, through perceptual processes, namely, he combines them into holistic sensory and mental images, with the help of thinking he identifies essential and important elements, finds out cause-and-effect relationship and keeps them in memory as knowledge which at the right time he reproduces (recalls) to use it in the process of life activity, or for the formation of new knowledge.

And if the primary information (knowledge) about objects, phenomena and the relations between them is absent, or partially or entirely distorted, it means that a person experiences psycho-sensitive deprivation. In this case, there is an inaccurate reflection of the individual sides (signs) of objects and phenomena which leads at first to the distortion of their products – sensory images, and then, in turn, it also causes the disorder of perception, that is, there arises an inadequate reflection of the significance, integrity, meaningfulness and structurality of the object or phenomenon. However, in the perception of an object or phenomenon, in particular, in the context of something other than sensations, a significant role is played by a person's experience fixed in his memory. If such experience is absent, that is, proper mental formation (knowledge) is not formed in advance, then again, a person perceives objects or phenomena in the inaccurate, inadequate and distorted way. Thus, the deprivation of the human cognitive sphere occurs when the relevant parameters of the mental cognitive processes of sensation and perception are not formed or do not develop, that is, inadequacy can be observed (imperfection and inaccuracy) of sensation, perception, or a person is isolated from the effects of external stimuli.

Further, a person, when thinking, is not able to reflect objects and phenomena in their essential relations and connections, since revealing the essence of objects and phenomena, significant relations and links between them occurs through a series of mental actions. Such mental actions are performed with objects reflected in images, ideas and concepts about them, therefore, the deviation from the accuracy of the reflection of images, a distorted imagination and

mistakes in the essence of concepts when using mental operations of analysis, synthesis, comparison, abstraction, generalisation, classification and systematisation is transferred to the result obtained. Not quite knowing the object (that is, not having enough knowledge about it, or having only superficial knowledge) a person analyses, he cannot dismember in consciousness, single out parts, aspects, elements, characteristics and properties. At the same time, a person can not carry out the synthesis of the dismembered and the latest knowledge into a single and new whole. In this case, it can be argued that a person really has abstract-mental deprivation.

Also, this deprivation causes the destructive process of thoughts (thinking) which exist in the form of judgments, reasonings, conclusions and concepts. The denial or assertion of any fact, connection or relations between objects and phenomena, i.e. a person's judgment depends on knowledge of the essence and content of these objects and phenomena, their multifaceted properties and qualities that can cause various combinations of events and consequences in interaction. Inadequate knowledge leads to incorrect or distorted judgement. When thinking, a person connects a series of reasonings, based on existing knowledge, to clarify the truth of some idea, its proving or objecting. In case if the reasoning is too simple, if there is no necessary knowledge, a person will not find out the truth of the idea. Based on the fact that, for example, with the help of conclusions in reasoning, we deduce from some judgments new ones, the insufficient number of judgments, based on reliable knowledge, can lead to the absence of truth in the new judgment.

We focus on the fact that the products of information processing in the end result are knowledge that remain in memory (in the cognitive sphere) in the form of signs, symbols, images, patterns (notional images that appear as integral pictures), schemes, verbal clichés (verbal expressions), a semantic cliché (values), scripts, representations (conceptual, imaginative, social and efficient-functional), psychoprograms and so on. Since the subject of human thinking is often cognitive tasks that have the different substantive basis and predetermine a different ratio of subject-effective, perceptual-figurative and conceptual components in their solution, the quality of mental actions depends on how accurately and correctly a person can apply knowledge (signs, images, schemes, representations, etc.). One should note that in case when a person does not make efforts to obtain new knowledge, for example, to study new techniques, new

technology, new relations, etc., he lags behind the other people that can be manifested itself as the apprehension of his own failure, inability, inferiority, and the like. However, to solve a cognitive task (to perform thinking activity effectively), one should have a large stock of knowledge the human memory preserves. However, in case of the underdevelopment of the processes of memorisation, preserving and reproduction of knowledge and experience, i.e. experiencing by a person mnemonic deprivation, human thinking activity would be less effective or ineffective at all. We found that psycho-cognitive human deprivation can manifest itself at very high, high, above average, below average, low and very low levels.

CONCLUSION

It was found that the psycho-cognitive human deprivation was to a greater or lesser extent the destructive process of functioning of the cognitive (intellectual) sphere of the psyche of a person which was caused by either underdevelopment, immaturity or destruction of certain parameters of mental cognitive processes, or lack or absence of reliable of knowledge necessary for his life activity, due to the restriction or complete elimination of the subject of the psyche of the active versatile adequate sensory and abstract knowledge of the outside world and himself in it. Psycho-cognitive human deprivation occurs when, first, the relevant parameters of mental cognitive processes do not form or develop, that is, there is inadequacy (imperfection, inaccuracy) of sensation, perception, operations, forms and types of thinking, imagination, memory; second, when knowledge that is necessary for his development, everyday life, socialisation, adaptation, mastering the achievements of the mankind, social interaction, professional activity and obtaining new (more advanced) knowledge is absent or unreliable.

The reasons for arising psycho-cognitive human deprivation are also the external conditions (external conditions of denial), in which a person cannot meet the needs for adequate development of all components of the cognitive (intellectual) sphere and internal (personal) deprivation factors in which the cognitive (intellectual) sphere of a person can not timely and adequately develop and replenish the stock of knowledge. At the current stage of the society's development, the external conditions of deprivation include, for example, the rapid development of information technology and household, production,

service, professional and other equipment which algorithm of use is difficult for an ordinary person, as well as changes in economic activity, structure and content of social relations and so on; the internal ones can be stagnation, inertia, rigidity of mental cognitive processes (sensation, perception, memory, thinking and imagination) when a person does not use them to solve various intellectual problems; lack of motivation to cognition, or failure of an individual to cognise the objects and phenomena due to disability (blindness, deafness, physical disabilities, etc.).

It is found that psycho-cognitive human deprivation has three subtypes: 1) psycho-sensitive deprivation which is to a greater or lesser extent a destructive process of sensitive cognition of its environment that provoked by either underdevelopment or immaturity or destruction of the parameters of sensory-perceptual processes, or restriction or complete isolation of the subject of the psyche from the impact of environmental stimuli; 2) mnemonic deprivation which is to a greater or lesser extent a destructive process of memorisation, preservation and reproduction of knowledge, images, symbols, etc., or underdevelopment of memory parameters, or their destruction, or restriction or complete isolation of the subject of the psyche from mnemonic activity; 3) abstract-mental deprivation which is to a greater or lesser extent a simplified or destructive process of mental activity provoked by either disorder of sensory-perceptual processes in which the information is not obtained or obtained, but inaccurate, distorted information (knowledge) about objects and phenomena and the relations between them, or underdevelopment of mnemonic processes, or destruction of specific parameters of thinking and imagination. Each of these types can cause psycho-cognitive human deprivation.

The materials of this article can be helpful for scientists, teachers, lecturers of higher educational establishments, practical psychologists, as well as all those who are engaged in the intellectual development of the individual. In the course of the research, several problems arose that need to be solved. First of all, one should more widely study the reasons of appearing the psycho-sensitive, mnemonic and abstract-mental deprivations, to reveal the particularities of functioning of the cognitive sphere of the deprived person, as well as to develop the methods for evaluating the level of their development proper to the person and measures for its elimination and development of the cognitive sphere.

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