

DEVELOPMENT OF THE EMOTIONAL SPHERE OF STUDENTS OF THE SECOND DIVISION OF THE SUBSIDIARY SCHOOL

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The formation of the emotional sphere of children with intellectual disabilities has appeared in the center of scientific research relatively recently. An analysis of theoretical and experimental studies shows that the emotional development of schoolchildren with intellectual disabilities is considered among the most urgent problems of correctional pedagogy and special psychology, this is due to both the insufficient development of the theoretical aspects of this problem and the needs of correctional and pedagogical practice.

The emotional sphere is one of the main regulatory systems that provide active forms of vital activity of the body. Emotions are mental states that have a pronounced subjective coloring and express all kinds of experiences by a person of the phenomena and events of the surrounding reality.

The teacher's knowledge of the characteristics of the student's emotional attitude to one side or another of the surrounding reality is an important condition for the effectiveness of corrective action. The emotional sphere of children with intellectual disabilities, especially among students in the second department of the auxiliary school, is characterized by immaturity and significant underdevelopment, which is associated mainly with the insufficient formation of arbitrary mental processes [1]. In a number of cases, emotions arising in schoolchildren with intellectual disabilities are not sufficiently differentiated, inadequate to the external influences exerted on them [2]. However, in comparison with other mental processes, the emotional sphere in this category of children is more preserved.

The purpose of the study is to study the understanding of younger students with moderate intellectual insufficiency of human emotional states in various conditions.

Material and methods. A focused study of the characteristics of the emotional sphere of primary schoolchildren with moderate intellectual disability was carried out in March - April 2019 on the basis of the State Educational Institution "Auxiliary School № 26 of Vitebsk". The total number of individuals involved in the study was 15 senior students (with a diagnosis of F71 according to ICD-10). The following methods were used as experimental study methods: S.D. Zabramnoy, O.V. Borovik on revealing understanding of emotional states by facial expressions of a person, methodology of L.B. Fesyukova to identify an understanding of emotional states in the proposed situation (at a visual level), diagnostic conversation.

Findings and their discussion. The analysis of the obtained results demonstrated the presence of the following specific features in the understanding of emotions by students with moderate intellectual disability. So,

to the greatest extent, the subjects had an understanding of the emotions of joy and anger - contrasting in external manifestations and having pronounced features of facial expressions when manifested (40% of the correct answers), emotions of fear and sadness were correctly identified only by 20% of students. For example, the test subject of Milan P., when analyzing a picture of a joyful girl, said that the character feels joy and explained her answer: "She laughs and her mouth smiles." When demonstrating a diagnostic picture in which the character is afraid, this subject correctly named the emotion and explained her answer: "This is how the mouth is open and the eyes are wide." This example illustrates the understanding of the tested feelings of the character, the possibility of an adequate analysis of facial expressions, knowledge of the name of emotions.

Subject Yegor L., upon presentation of a similar pair of diagnostic pictures, determined that the girl was feeling joy, but explained his answer as follows: "This is her gaiety." Also, this subject could correctly name sadness, but commented on his answer like this: "The girl does not feel a smile." An analysis of the responses of this student shows that older students with moderate intellectual disability do not always know the correct names for emotions, cannot justify the cause of the emotion and the external signs by which they determined this emotion.

A study of the understanding of older students with moderate intellectual insufficiency of the emotional states of the characters in the proposed diagnostic situation (at the level of perceptions) showed similar quantitative results in comparison with the previous method. So, 40% of the subjects were able to determine the joy and anger of the heroes of the situation, 20% - correctly called the emotion "sadness". However, not a single subject was able to determine the surprise and fear of the heroes of the diagnostic situation. For example, the subject Anton V., analyzing the diagnostic situation in which the boy is surprised at the elephant he saw, concentrated on the background image of the car and determined the character's mood as sad, giving the following explanation: "The boy wanted to go by car." When analyzing the diagnostic situation in which the character was frightened of the shadow, the subject determined the emotion "sadness": "He is sad, bored." These examples characterize older schoolchildren with moderate intellectual disability as poorly defining emotions in a particular situation (and difficulties in analyzing the event itself, in particular), experiencing difficulties in determining the causes of the emotional state of the plot participants. Characteristic is the use of one's own life experience and the choice of emotion according to a situational or random basis.

A comparative analysis of the results of the study showed that most older students with moderate intellectual disability experience significant difficulties both in understanding emotions from a person's facial expressions and in various events (an insignificant advantage was noted in determining emotions only from facial expressions).

Typical for students with moderate intellectual disability was a lack of understanding of the meaning of the diagnostic tasks, many subjects after the first presentation of the diagnostic pictures only wanted to describe the image without analyzing the emotional state of the characters, which required massive help from the experimenter. The main difficulty in the fulfillment of the diagnostic tasks by the subjects was the lack of understanding of the meaning of the plot pictures proposed for analysis. For example, test subject Nikita Sh., Absolutely did not understand the meaning of the depicted situation (the plot of a boy in fear), determined that the character was feeling joy, and argued his answer this way: "The boy is sleeping," ignoring the wide-open eyes of the plot hero.

Conclusion. The results of an experimental study allowed us to determine the following features of understanding of emotions by high school students with moderate intellectual disability are: - insufficient understanding of the meaning of the situation in which the characters show different emotions; - when determining emotions, they tend to use their own life experience, including inadequate situations; - difficulties in healing emotions; - insufficient differentiation of emotions, a mixture of emotions and external emotional manifestations; - the predominant use of non-verbal means of communication in explaining emotional states. Therefore, one of the priority areas of correctional and developmental work with this category of students is the conduct of specially organized classes for the development of the emotional sphere.

1. Kolotygina, EA Peculiarities of the emotional development of mentally retarded primary schoolchildren in different social conditions / E.A. Kolotygina // Defectology. – 2008. – № 1. – S. 66–70.
2. Shapovalova, O.E. Identification of the peculiarities of the emotional sphere of students of the eighth kind of school based on a visual basis / O.E. Shapovalova // Correctional pedagogy. – 2009. – № 4. – S. 52–58.

FEATURES OF DIAGNOSTIC OF COMMUNICATION SKILLS AND SOCIAL INTERACTION OF CHILDREN OF PRESCHOOL AGE WITH AUTISM SPECTRUM DISORDERS

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The last decade has seen a sharp increase in children with autistic disorders. These disorders are unique in their manifestation and vary depending on the severity of symptoms, the age of the manifestation and the presence of concomitant defects.

Autism spectrum disorders are understood as a group of complex disorders characterized by a certain violation of social behavior, communication, verbal