

comprehension by preschool children with intellectual disability indicate the need for the organization of various corrective measures to form a better passive vocabulary in preschoolers of this nosological group.

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FEATURES OF MANIFESTATION OF FEARS AND ANXIETY IN CHILDREN WITH EARLY CHILDHOOD AUTISM

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Currently, one of the topical issues of correctional pedagogy is the development of the content of psycho-correction work of the teacher-defectologist with children with severe and multiple developmental disorders, including the development of their emotional sphere, overcoming anxiety and fears.

Children with early childhood autism belong to the group of children with severe developmental disorders. As shown by the data of special experimental psychological studies (V. V. Lebedinsky and O. S. Olikheiko), fears occupy one of the leading places in the formation of autistic behavior. But sometimes the fears of the child still reflect the positive dynamics of mental development. They indicate the emergence of a more adequate perception of others about the emergence of a sense of self-preservation [1]. In children with autism, there is a high intensity of fears and increased fixation on them. The very fact of fear is natural. Unusual is the sharpness of this reaction and its irresistibility.

Fears in children with autism can be caused by both internal and external factors. Internal factors include hypersensitivity of a child with autism, which manifests itself in increased sensitivity to sound, light, tactile, vestibular and other sensory influences [2].

All sorts of fears occur in children with RDA in 80% of cases. In 72% of cases – super-valuable fears. Fear of loneliness, heights, fear of stairs, strangers, animals, darkness. In 35% of cases – fears caused by sensoaffective hyperesthesia. Fears household noises, bright lights, shiny objects, sharp tones of the clothes of others, fear of flashes of light. In 11% of cases – inadequate, delusional fears. Fears of objects of indeterminate color or shape (for example, fear of everything round or fear of red). The persistent feeling of someone's presence, the fear of his shadow, the fear of ventilation grates [3].

The aim is to study the specificity of anxiety and fears in children with severe and multiple developmental disorders (early childhood autism with intellectual disability).

Material and methods. The experimental study took place from March 2019 to May 2019 on the basis of the SEI "Vitebsk state auxiliary school № 26" and SEI "Vitebsk city center of correctional and developmental training and rehabilitation". Each subject studied the level of manifestation of anxiety and fears. In the framework of this experimental study, the results were compared between primary school children with intellectual disability (total number-10 people of primary school children with intellectual disability aged 8 to 11 years) and children with severe and multiple developmental disorders (total number-8 children with severe and multiple developmental disorders aged 5 to 14 years). As psychodiagnostic techniques in the experimental study were used: "anxiety Test" (Temple R., Amen V.), "Methods of diagnosis of children's fears" (A. I. Zakharov), a conversation with teachers and parents of children.

Findings and their discussion. The study of the level of anxiety in children with intellectual disability showed that 70% of younger students with intellectual disability have an average level of anxiety, 20% have a low level of anxiety and 10% have a high level of anxiety. However, younger students with intellectual disability have an average level of anxiety – 70% of cases. It should be noted that a high level of anxiety is particularly evident in certain situations related to relationships with adults. Thus, the high level of anxiety in the child-adult dyad is 60%, the average level of anxiety in the child-child dyad is 25%, and the low level of anxiety in situations modeling everyday actions is 15%.

The study of the level of anxiety in children with severe and multiple developmental disorders (early childhood autism with intellectual disability) showed that 88% of children in this category have a high level of anxiety, 12% have an average level of anxiety. These results illustrate the following typical examples of job performance.

During the study, the subject M. in 7 cases out of 14 chose a sad face. When demonstrating and explaining the drawing, in which the girl goes to sleep alone, chose a sad face, and explained her choice as follows "a Girl without a mother." When demonstrating the drawing, in which the mother scolds the girl, she chose a sad face, and explained her choice: "Mom is angry." At demonstration of drawing on which the girl with parents is represented M., chose a cheerful face, having explained: "Mother nearby". This example shows that the child in General has a high level of anxiety, including in the dyad "child-adult" and in situations modeling everyday actions.

The study of fears in younger students with intellectual disability showed that 70% of the subjects are dominated by medical fears, 15% physical, 10% - fears of nightmares and darkness, and 5% – social fears. Fear of death, fear of animals and fairy-tale characters, spatial fears were not revealed.

The study of fears in children with early childhood autism showed that 80% are dominated by social and spatial fears, 15% are dominated by fear of animals and fairy-tale characters and 5% - dominated by medical fear. Physical fear, fear of death, fear of nightmares and darkness were not revealed. Due to the fact that the subjects with early childhood autism did not make contact well, a conversation was held with parents and teachers. For example, the mother of the subject told about the fears of N.: "He is very afraid to be alone in the room, but at the same time does not like when they start to play with Him or ask something. If the yard is suitable unfamiliar children N., begins to cry and asks to take him home. N., it is not like the process of dressing, new clothes can immediately break". This suggests that the child is dominated by social fears, there are also spatial fears.

A comparative analysis of the interpretation of fears shows that in children with severe and multiple developmental disorders (early childhood autism with intellectual disability), some fears are incomprehensible to others, more pronounced than in younger students with intellectual disability. In addition, subjects with severe and multiple developmental disorders (early childhood autism with intellectual disability) refused to perform the technique in the form of a conversation, withdrew into themselves, which is associated with a violation of the emotional connection with the world in children of this category. Younger students with intellectual disabilities responded with incomplete sentences, sometimes they needed the help of an experimenter to explain concepts.

Conclusion. Thus, it can be concluded that most children with severe and multiple developmental disorders (early childhood autism with intellectual disability) have a high level of anxiety and are characterized by social and spatial fears. In younger students with intellectual disability, in General, the average level of anxiety and medical fears prevail.

Without timely and adequate correctional and developmental assistance, a significant part of children with RDA syndrome becomes uneducated and unsuitable for life in society. Conversely, with early remedial work, most autistic children can be prepared for learning, and often develop their potential giftedness in various fields of knowledge. It is also important to determine the level of interaction with the environment available for a child with autism, because this will help to correctly build the methodology and content of a complex correctional and developmental impact.

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