

PEDAGOGY OF CHILDHOOD IN THE MODERN CONTEXT: PROBLEMS AND PROSPECTS

PECULIARITIES OF MANIFESTATIONS OF ANXIETY AND FEAR IN AUTISM

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Studies of various approaches to the study of the personality of pupils with infantile autism studied by authors such as I.I. Mamaychuk, I.E. Guseva, E.R. Baenskaya, S.D. Zabramnaya, M.Ratter, L.N. Dem'yanchuk, E.S. Ivanov, O.S. Nikol'skaya, I.I. Mamay, K.S. Lebedinskaya, L.M. Shipitsina, S.A. Rozenblyum, N.G. Manelis, L.S. Pechnikova, M.M. Libling, I.V. Kovalets, etc.

Children with autism have a high intensity of fears, and increased fixation on them. The fact of the fear of natural. Unusual is the severity of this reaction and its irresistible. Fears that appear in children with autism at an early age, distinguished by the vagueness, diffuseness and often do not have causes, arising on the background of General anxiety and anxiety, however objects of fear in children with autism very much. The fears of children with infantile autism can be confusing to others, being directly related to the special touch of the vulnerability of such children [1].

As shown by data from a special experimental psychological studies (V.V. Lebedinskiy, O.S. Olikheyko), the fears occupy one of leading places in formation of autistic behavior. But sometimes a child's fears still reflect the positive dynamics of psychological development. They indicate the emergence of a more adequate perception of others about the emergence of a sense of self-preservation [2].

The aim was to study the characteristics of fears and anxiety level in children with early infantile autism.

Material and methods. A focused study of the psychological characteristics of anxiety and fears in children with early infantile autism was held from February to may 2017 on the basis of the state educational "Vitebsk city center of correction and development training and rehabilitation". Each subject was studied the level of anxiety and the nature of fear. The study involved 10 children with early infantile autism. As of psychodiagnostic methods in the pilot study were used: "Test anxiety" (Temmpl R., Amen V., Dorki M.), "Methods of diagnostics of children's fears" (A. Zakharov), conversation with teachers and parents of children.

Results and their discussion. The study of level of anxiety in children with infantile autism showed that 88% of children in this category high level

of anxiety, 12% identified a medium level of anxiety. These results illustrate the following typical examples of the assignment. When you run the "Test anxiety" test. M. in 7 cases out of 14 chose a sad face. Demonstration and explanation of the drawing, in which the girl goes to sleep alone, chose a sad face, and explained his choice as follows: "the Girl without a mother". The demonstration pattern in which the mother scolds the girl, she picked the sad face, and explained his choice: "Mom's mad". The demonstration of the figure, which depicts a girl with parents M., chose a cheerful face, explaining: "Mom next door". This example suggests that the child's overall high level of anxiety, including in the dyad "child-adult" in situations simulating everyday activities.

Subject N., performing this technique, in 9 cases out of 14 chose a sad face. For example, when demonstrating drawing in which the boy aggressively attacked with a chair in hand, the child chose a cheerful face and explained, "I Love Spider – Man". When demonstrating drawing in which a boy plays with a small child, the subject covered her head with a jacket and began to cry. When demonstrating drawing in which two children run away from boys (insulation), he chose a cheerful face, and explained the choice as follows: "Afraid of me". This example suggests that the child's overall average level of anxiety and high level of anxiety in the dyad "child-child".

Using this technique it was possible to identify that children with early infantile autism, high level of anxiety in the dyad "child-adult" in situations simulating everyday actions – 70%, the average level of anxiety in the dyad "child-child" – 30%.

The study of fears in children with early infantile autism have shown that 80% of the students is dominated by social and spatial fears, 15% is dominated by fear of the animals and fairy-tale characters, and 5% is dominated by medical fear. Physical fear, fear of death, fear of nightmares and darkness was revealed.

Due to the fact that the subjects with infantile autism had were to contact, were interviewed with their parents and teachers. For example, the subject's mother spoke about the fears N.: "He is afraid to stay alone in the room, but at the same time, not like when he starts playing or something to ask. 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, and present spatial fears.

Teachers and parents of test E., spoke about the fears of the child: "E trying to play in that corner where the smaller children, if a child begins to touch that it can begin to shout. Afraid to be alone in a room with a closed door constantly opens all doors, the house was even broken glass in the door. The boy is afraid that he will be punished. New people contact, runs away. A new dress for a very long time gets used, not always wears. Also afraid to

sleep in the dark”. This example suggests that the test E. also dominated by social and spatial fears.

As mentioned above, have children, have dominated the fears animals and fairy tale characters. For example, from interviews with the teacher-defectologist, it was revealed that the subject W. at the sight of the images of the dog, the wolf tries to crush, to break. If you show a toy dog, wolf – throwing, can begin hysterical. All the stories with these characters U. is not listening, starts to throw surrounding objects.

Thus, we can conclude that most children with early infantile autism has high levels of anxiety and are characterized by social and spatial fears.

Conclusion. Fears and anxiety is one of the leading places in formation of autistic behavior. The problem of anxiety and fear is manifested differently with different variants of autism dysontogenesis. The specificity of the fears of a child with early infantile autism is not so much in their content as in their intensity and durable fixation. Hence, the child with early infantile autism needs constant, skilled medical – psychological-pedagogical support. Speaking about such a complex developmental disorder, children's autism, you need to understand that overcoming or reducing fears and anxiety may not constitute separate special task of psychological assistance to the child. This work is a necessary part of the holistic system of remedial actions aiming at the development of cooperation between the autistic child with the environment, increasing its activity, endurance, commitment, flexibility in contacts with the world.

Reference list:

1. Lebedinskiy, V.V. Mental development in children / V.V. Lebedinsky. – M.: Moscow state University, 1985. – P. 109–140.
2. Mamaychuk, I.I. Counseling children with autism / I.I. Matichuk. – SPb.: Speech, 2007. – 288 p.

SKILLS OF SPEECH ETIQUETTE IN CHILDREN WITH SPEECH DISORDERS OF PRESCHOOL AGE

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The preschool child is particularly sensitive to the assimilation of the speech, and if a certain level of proficiency in their native language is not achieved by 5–6 years, this way, as a rule, cannot be successfully completed at a later age stages. Children who have not learned the culture of communication are less successful in educational activities and thus experience further difficulty in adapting to school.