

## **PECULIARITIES OF VICTIMIZATION OF STUDENTS WITH INTELLECTUAL INSUFFICIENCY**

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In modern society, the problem of personal victimization is acute. Victimization refers to the process of “turning” an individual into a victim under the influence of the surrounding social environment. The existing external and internal challenges impede the successful socialization of a significant part of the country's population. One of the objective factors is a decrease in the population, as well as a change in its age composition. So, in 2015, the population of the Republic of Belarus was 9,489,616 people, in 2019 – 9,413,446 people.

It is well known that the category of victimized children includes: – disabled people of all categories; – orphans and children in the care of the state; – children of refugees and migrants (to the country, region, settlement); – mestizos as representatives of other ethnic groups living in places of compact residence of another ethnic group; – children in a socially dangerous situation; – children–alcoholics, and drug addicts; – children used as employees, etc.

An indisputable fact is the change in the number of children with psychophysical developmental disabilities. As of September 2015, the republican database of children with psychophysical developmental disabilities contained information on 144,459 children (1.52% of the total population of the country), of which 10,931 are disabled. According to statistics, as of September 2019, the number of children with psychophysical developmental disabilities has already grown to 166,186 people (1.77% of the total population), of which 13,234 people are disabled. In the city of Vitebsk for 2019, the database contains information on 5712 children with special needs. Of these, 435 are children with disabilities (preschool age – 3105 children, school age – 2607 children [1]).

Based on the comparative data of the National Statistical Committee of the Republic of Belarus (2015–2019) and the data of the Republican Bank on children with psychophysical developmental disabilities (2015–2019), we can note a tendency towards an increase in the number of children of this category in the Republic of Belarus in relation to the total population, which allows us to talk about the stable victimization of part of our country population.

According to G. Genting, persons diagnosed with "oligophrenia" are in seventh place in the list of the most victimized groups of people after representatives of national or racial minorities and in front of persons in a depressed state [2].

The aim of the study is to determine the specific features of victimization of children with intellectual disabilities.

**Material and methods.** The study of the peculiarities of the influence of self-regulation on the victimization of the personality of students with intellectual disabilities was carried out on the basis of the State Educational Institution “Auxiliary School № 26 of Vitebsk”. The total number of persons involved in the ascertaining experiment was 20 primary school students of the first division aged 12 to 13 years (7 girls and 13 boys). As a diagnostic technique was used the Rosenzweig frustration test modified by N.V. Tarabrina.

**Findings and their discussion.** The high risk of victimization in intellectual disability is determined by a number of psychological characteristics of children and adolescents of this nosological group: lack of a critical attitude towards themselves and the situation, inability to understand the expediency of their actions and to foresee their consequences, weakness of cognitive activity, insufficient volitional regulation of behavior, etc.

The formation of victim behavior in children and adolescents with intellectual disabilities can be influenced by the objective characteristics of such spheres of personality as cognitive, emotional-volitional and personality. So, children of the considered category often show various variants of aggressive behavior, auto-aggression, striving for immediate satisfaction of selfish needs. L.D. Sengaeva noted that for a long time in persons with intellectual disabilities, elementary feelings prevail, which is caused by the weakness of the intellectual regulation of feelings, which leads to the fact that higher spiritual feelings (conscience, responsibility, sense of duty) are formed with delay and with great difficulty [3].

The study showed that students with intellectual disabilities and respondents with intellectual disabilities in combination with epilepsy exhibit aggressive reactions manifested in various forms: fear, dependence, auto-aggression and aggressive behavior. In most cases, junior schoolchildren with intellectual disabilities complicated by epilepsy showed irritability, nervousness, unwillingness to complete the task upon presentation, and lack of control over their activities.

A larger percentage of the respondents' answers belongs to intropunitive reactions, it is – 36.7% (for example, the subject Philip D. in a situation where his mother says: "Your bed is wet again. You are behaving worse than your little brother!", Answers: "Sorry, Mom, I'm inadvertently. "Subject Denis I. in a situation where his mother said: " You are an ill-bred child, you cut off my flowers! ", answers: " Yes, I am an ill-bred child "); the smallest percentage – impunitive reactions, it is – 21, 25% (for example, the subject Yegor K. in a situation where the boy says: "I am very sorry that I accidentally broke your house", answers: "It does not matter, we will build another house" , and in a situation where the boy says: "You are a wet chicken!", answers: "And you are a dirty pig!").

Extrapunitive reactions were 35.8%. For example, the subject Valeria T. in a situation where the girl says: "You broke my most beautiful doll!", Answers: "And you broke mine!" Subject Maria K. in a situation where her mother says: "I gave the last piece to your brother", answers: "Why?! Why did you give

it away? I should have left! " 6.25% are situations that defy interpretation due to the peculiarities of the thinking of this category of children.

Students with intellectual disabilities complicated by epilepsy understood the depicted frustrating situations worse and could not give a definite answer. The implementation of the Rosenzweig technique was accompanied by explosiveness, irritability, and aggressiveness. For example, subject Milana S. in a situation where her mother says: "Your bed is wet again. You are behaving worse than your little brother ", replies: " I will break this bed! ". Subject Ilya K. in a situation where his mother says: "I gave the last piece to your brother", answers: "You cannot give this to your brother!".

**Conclusion.** Thus, one of the most vulnerable groups in terms of victimization are children and adolescents with intellectual disabilities. Typical features of victimization of the personality of this category of persons include the deformation and disharmony of relations in society, a decrease in the stability of the psyche, inadequacy of self-awareness and perception of reality, the consolidation of negative attitudes, infantilism, and a low level of stress resistance.

Devictimization aims at restoring the boundaries of the personality: mastering the skills to differentiate oneself and another person (to distinguish between thoughts, feelings, desires of oneself and others), choose adequate ways of self-expression, make independent choices, determine the limits of personal responsibility, accept oneself and cooperate.

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## **FORMATION OF PERSONAL, META-SUBJECT AND SUBJECT COMPETENCIES IN SENIOR PRESCHOOL AGE PERSONALITY BY MEANS OF MOVING PLAY**

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Keywords: interpersonal relationships; personal, metasubject and subject competences; integration of educational areas; outdoor game; senior preschool age.

The actual problem of modern preschool education is still the child's interpersonal relations with the people around him, the formation of the ability and readiness to successfully socialize in a changing society, adapt to various social