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PECULIARITIES OF THINKING OF THE CHILDREN OF THE ELDERLY PRESCHOOL AGE WITH DISORDERS OF INTELLECTUAL DEVELOPMENT

Abstract. *The article found that the thinking of a senior preschooler with intellectual disabilities has the following features: disorders of all mental operations(to a greater extent abstraction, generalization); decrease in activity of thought processes, not activity in search of the solution, indifference o the result and process of the solving even the game problem; speech development; thinking is formed in conditions of defective sensory cognition; limited practical activity; the most preserved kind of thinking - demonstrably effective The dependence of the peculiarities of behavior of children with intellectual disabilities on the reasons that caused it is analyzed. Basic psychic properties of older preschool children are characterized. It is proved that such basic mental properties as creativity, initiative, independence and responsibility, arbitrariness, freedom of behavior and safety, self-awareness and self-esteem, which are characteristic for a preschooler with normal mental development, are not formed in a child with a mental disability. The cognitive processes are slowed down: memory, perception, thinking, poorly developed speech, there is a significant underdevelopment of motor skills.*

Keywords: *preschool child, thinking, intellectual disabilities, intellectual defect, correctional education and upbringing of children with intellectual disabilities*

Introduction. At the present stage of development of psychological and pedagogical science, social changes in our Ukrainian state, the need for rethinking society's attitude to the problems of childhood is actualized. Child-centrism is a priority direction and principle of Ukrainian educational policy. It is precisely the respect for needs of the child, the recognition of the value and the importance of preschool childhood that can ensure our country's entry into the European Educational Society, effectively influencing the European integration processes.

Attitude towards childhood is an indicator of a country's civilization, level of development and potential. In these conditions, the problems of inclusive education are especially acute, because in the opinion of Ionin L. "Society should give any person the right to choose the type of education depending on his interests, needs, opportunities; the breadth of education provision should be ensured" [4, 31].

Today, the focus is on "... the development of methodological and theoretical foundations for the introduction of innovative educational programs and technologies, focused on the qualitative improvement of the process of socialization of persons with disabilities. Integrated (inclusive) education - the process of

joint education of ordinary and atypical children, establishment of closer relationships in the process of their upbringing in a collective of the collective school, is the most priority and natural direction of this work [5].

In this perspective, it is impossible to increase the value and importance of preschool childhood, which should be as complete and harmonious as possible for children with special educational needs, for children with intellectual disabilities. "... Childhood is a period of birth and formation of a person with his or her future spiritual and moral values, a period of knowledge of the society and its majesty of man; the discovery by the child of the realm of Life on the Earth in all its diversity.

With all its positive and negative manifestations; these are the first steps of learning; it is the thirst for knowledge, these are the first joys, the first disappointments and the first tears... It is finally the foundation of becoming a citizen and a patriot of one's Crane" – says Academician A. Bogush.

This also applies to preschool children with intellectual disabilities. Early diagnosis of deviations in mental development during preschool childhood offers many potential opportunities for preventing intellectual

disabilities and organizing complex corrective psychological, medical and pedagogical rehabilitation work, which will contribute to the most adequate social adaptation and integration of such children into society.

Consequently, correctional education and upbringing for children with intellectual disabilities should begin with a restructuring of the outlook on preschool childhood, on integrated education that is still resilient in societies and among modern fatherhood.

The purpose of the study is to outline the psychological and behavioral characteristics of children with intellectual disabilities, to characterize thinking as a reflection of the subjective reality of the individual; to compare basic mental properties of preschool children with intellectual disabilities and normal children.

Material and Methods were used to ensure the validity of the provisions and conclusions, and to solve the tasks of the work, which correspond to the content of the problem and the stages of its study. Theoretical and methodological analysis of literary sources in order to determine theoretical approaches to the interpretation of the content, types and manifestations of thinking features in children with intellectual disabilities; deductive - for the systematic description of the phenomenon under study, inductive - for establishing the behavior of children with intellectual disabilities; logical-semantic - to deepen and clarify the concept of "characterization of basic mental properties of children of preschool age" children with intellectual disabilities.

Research results. Before considering the psychological characteristics of children with intellectual disabilities, let us dwell on the psychological characteristic of thinking as a reflection of the subjective reality of the individual. Thinking, according to many scientists (L. Stolyorenko, S. Samigin, V. Stolyorenko), is the most generalized and indirect form of mental reflection that establishes connections and relationships between objects that are known.

The main functions of thinking are to expand the boundaries of knowledge through sensory perception. Thinking as a scientific definition is very diverse in the scientific thesaurus. In Jung's typological model, thinking is one of the basic functions used for psychological

orientation[8].

The task of thinking about uncovering objects, identifying them and separating them from random coincidences. Thinking operates on concepts and assumes the functions of generalization and planning [7, 23]

Therefore, thinking is a cognitive process, the development of a person's creative abilities, which are formed and developed in the course of work. Thinking unfolds as a process of solving problems of varying complexity, in which there are conditions and requirements where motives and emotions play an important role. In modern psychological and pedagogical sciences, thinking is studied in the context of interpersonal relationships of people, their upbringing and learning.

The main criteria for thinking scientists believe the following: problem (ability to find difficulties and ways to solve them); systematic (ability to take into account the causes that affect the outcome); anticipation (the ability to anticipate the consequences of their decisions); professionalism (ability to actively use their professional knowledge); flexibility (ability to use the opposite viewpoint); analyticity (ability to distinguish opinions from facts); non-inertia (ability to make decisions regardless of experience and knowledge); promptness (ability to respond quickly to changing circumstances); methodical (ability to consistently, without distraction from the goal, to understand the situation) [5, 133].

The development of thinking of a child of preschool age occurs gradually, during its subject activity and communication, learning of social experience. Visual-effective, visual-figurative and verbal-logical thinking are consecutive steps of a child's intellectual development. According to L. Stolyarenko, "Generally developed means of using objects are the first knowledge (generalizations) that a child learns through adult and social experience" [10, 124].

Visual-effective thinking is a type of thinking that relies on the direct perception of objects, a real transformation in the process of action with objects. *Visual-figurative thinking* - a type of thinking characterized by reliance on imagination and images; the functions of visual thinking are related to a specific situation and changes in it that a person wants to gain as a result of his

activities. Great influence on the development of thinking has speech. *Visual-active thinking* is the earliest form of thinking that occurs in a child in the first, second year of life, even before the development of the baby's speech. The child enters into practical communication with other people, especially with his relatives.

At the stage of *visual thinking* is the first elementary child on the basis of emotionally vivid particularities that are dominant in the child's attention. Associations are involved in generalizations of this type. Visual thinking is clearly manifested in preschoolers 4-6 years old, and visual thinking is retained, but is no longer crucial, the connection between thinking and practical actions is not as close to direct and immediate as it was before. Therefore, a senior preschooler with normal intellectual development thinks only through visual images and does not yet have concepts. Scientists distinguish between two stages of thinking: pre-conceptual and conceptual. In pre-school the thinking differs from that of an adult and is in the pre-stage. The child's judgments are individual and relate only to a specific subject. Most of the judgments, according to scientists [10], are judgments of similarity, or judgments by analogy, because memory plays a major role at this stage.

A specific feature of thinking of a child of preschool age is self-centeredness. A child under five cannot look at themselves, cannot properly understand situations that do not match their point of view. Features of child logic, according to self-centeredness, are the following: *insensitivity to contradictions; syncretism* (the tendency to associate everything with everything); transduction (transition from partial to partial, bypassing the common); partial to partial, bypassing the common); Lack of ideas about how to save quantity. Under the condition of normal intellectual development, there is a pattern - there is a replacement of pre-(abstract) thinking (components - concepts, formal operations). Consequently, the child's thinking evolves from concrete images to perfect word-designated concepts. As for the thinking of children with intellectual disabilities, we are of the conceptual thinking (specific images), conceptual opinion of the supporters of high-quality scientific direction in the field of studying mental retardation.

The presented patterns and principles of development are the basis of our further analysis of the characteristics of mental and mental development of older preschoolers with impaired intellectual development. In our study, we (in accordance with the subject of the study) focus our attention on older preschoolers with mild mental retardation (obesity). Because: 1). This is the largest group of children that will influence the number of sample population in the future; 2). In the absence of additional disorders and from early, adequate organization of corrective and developmental measures, it is possible to achieve very positive shifts in thinking and developing the social skills of such children.

Discussion. To correct the thinking of children with intellectual disabilities, it is very important to analyze and know the reasons that led to this underdevelopment. Based on the analysis of the works of practical psychologists (A. Obukhivska, T. Ilyashenko, T. Zhuk) dealing with this problem, we have analyzed the reasons that influence the degree of mental retardation and peculiarities of behavior of such children. For clarity and structure of analysis, we give the presented factors in Table 1.1

Thus, the thinking problems of such children are primarily due to the properties of their nervous system and the nature of the causes that caused the underdevelopment of the intellectual sphere. The weakness of the cerebral cortex functions causes the slow rate of formation and the weakness of new neural connections. As a result, the problems of the thinking process. According to modern scholars for the thinking of children with intellectual disabilities are characterized by the following features:

- violation of all mental operations (to a greater extent abstraction, generation);
- reduction of activity of thought processes, inactivity in search of the solution, indifference to the result and process of solving even the game problem;
- speech underdevelopment
- thinking is formed in conditions of defective sensory cognition;
- limited practical activity;
- the most preserved kind of thinking - visual and effective;

Table 1.1

Features of behavior of children with intellectual disabilities for the reasons that caused it

Causes of intellectual development disorders	Features of behavior of children with intellectual disabilities
1. Brain injury	The intellectual defect is not significant. Extremely fast fatigue, unstable attention, forgetfulness and difficulty remembering. Low ability to absorb and accumulate knowledge and intellectual tension, from where - the desire to avoid this tension. Such children are difficult to bring up. They can, through fatigue, become irritable, unrestrained not find means of communication with adults and peers.
2. Encephalitis	There are various pathological changes in emotional and regulatory functions. Children who have had this disease are very irritable and inflammatory, hyperactive, and have an unstable mood. The stimuli respond very actively and quickly. However, they have a slow pace of thinking, high suggestion. In some cases, children may exhibit slow motion, sluggish monotony, poor speech.
3. Epilepsy	Slow course of all mental processes: slowly perceive educational material, speak, think very slowly, inertia of mental activity, It is very difficult to switch to another type of activity, which is caused by impaired mobility of the main nervous processes_ excitation and inhibition.
4. Schizophrenia	Autistic traits, unproductive thinking and fantasizing. Such children are poorly oriented in space and time. Reduced ability to generalize and abstract. Vocabulary poverty, a penchant for new meaningless word-formation. Emotional bluntness is manifested in the detachment from the environment, closeness, avoidance of contact, negativism.

process of solving problems;

- not critical thinking;
- weak regulatory role of thinking
- low motivation of mental activity;
- significant lag in the pace of development;

poorly oriented in space, unable to evaluate the properties of objects and the relationship between them;

- specificity and situational thinking;
- weakness of generalizations;

there is no possibility of solving visual problems [3, 145].

A thorough characterization of thinking is given by Academician V. Sinyov. He believes that the slowness and inertia of the course of the nervous processes determines the low productivity and stiffness of cognitive activity of children with intellectual disabilities [8, 193]. An interesting pattern is emphasized by all the researchers who dealt with this problem (V. Sinyov, N. Morozova, G. Dulnev, B. Pinsky) - a child with a disorder intellectual development quickly gets tired of work that requires intellectual effort, and

vice versa, for a long time can perform uninteresting, monotonous tasks without the involvement of intellectual effort. Such a child is often unable to find a rational solution to the problem, because her thinking is characterized by stiffness. The specificity and situationality of thinking is manifested in the fact that the child can distinguish only those properties of objects and phenomena, which he can feel in a certain way.

Reduced critical thinking causes the preschooler not to notice mistakes. Cognitive interests are not formed, for children with intellectual disabilities are characterized by psychic passivity, which is reflected in the rare adults with questions. As you know, the operational aspect of thinking is represented by the following operations: analysis, synthesis, comparison, generalization, abstraction. Describe these operations in a child with intellectual disabilities.

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Analysis as an operation of thinking is the separation of the constituents, features and properties of objects that are characterized by poverty, inconsistency in mentally retarded children, essential features are confused with minor ones. Synthesis is known to be an inverse analysis operation, too. A child with intellectual disability may have an incomplete, inaccurate understanding of the subject and may not properly combine the characteristics of the subject. Based on the operations of analysis and synthesis, the operation of comparison (the separation of common and distinguishing features of objects and phenomena). This operation is given with great difficulty to children with intellectual disabilities.

They can not form the criteria of comparison, distinguish a small number of differences between similar objects and phenomena, similarity is accepted for identity. As V. Sinyov emphasizes, it is easier for such children to identify signs of difference than signs of similarity. All analyzed operations of children with intellectual disabilities (analysis, synthesis, comparison) are chaotic. But children with intellectual disabilities suffer the most, such as operations such as abstracting (separating the essential properties of an object in a particular situation while separating them from insignificant ones) and generalizing them (combining objects and phenomena with essential common features into one category)).

The research of these operations was given considerable attention by N. Stadnenko in his works that there are 4 levels of generation in children with intellectual of generalization in children disabilities (zero; situational; generalization-grouping; conceptual generalization). The limits of our study do not allow us to describe these levels in detail They are quite fully represented in the scientific and pedagogical literature [8, 200]. We only emphasize that the children of this category have all the levels of generalization described.

It depends on the age of the child, their experience, the severity of the violation of intelligence. V. Sinyov emphasizes that "... a child who has conceptual generalizations, when complicating a task," slides "into a more primitive situation. Thus, all these levels of generalization can be observed in one child, but in different situations" [8, 200]. Thus, the analysis of scientific works (V. Sinyov, L.

Zankov, N. Stadnenko, N. Morozova, G. Dulnev, B. Pinsky) on the presented problem leads to the conclusion that vagueness, the indifference of concepts, the inability to go beyond direct concrete experience.

The theoretical analysis of the development of older preschoolers with intellectual disabilities was carried out within the framework of a systematic approach and included characteristics not only of the thinking but also of the mental properties of such a child. The basic characteristics of a preschooler (A. Bogush) are such mental properties as: creativity, initiative, independence and responsibility, arbitrariness, freedom of behavior and safety, self-awareness and self-esteem. Let's try to analyze the characteristic properties and the degree of their development of a preschool child with normal development and a child with intellectual disability.

The result of the comparative characteristics are presented in table 1.2.

Comparison of the characteristics of basic mental properties of older preschool children in normal and intellectual disabilities shows that the mental development of such children are very complicated without corrective education. The main thing - in a child with intellectual disability, all mental processes occur very slowly, without active motivation to any activity, to the environment, to social phenomena; the researchers emphasize the passive attitude of such preschoolers to their peers to adults, to themselves.

Such basic mental properties as creativity, initiative, autonomy and responsibility, arbitrariness, freedom of behavior and safety, self-awareness and self-esteem, which are characteristic of a preschooler with normal mental development, are not formed in a child with a mental disability. The cognitive processes

Table 1.2.

Comparative characteristics of basic mental properties of preschool children

Mental properties	Characterization of mental properties in children is normal	Characterization of mental properties in children with intellectual disabilities
Creativity	Ability of the child to creatively solve any problems that arise in various life and educational situations; the ability to create a new original product.	The decrease in the rate of development of perception, the formation of perceptual actions only begins, which significantly complicates the formation of creativity, without special training productive activity is not formed.
Initiative	Indicators of the development of the creative intelligence of the child, manifested in play, productive, artistic and speech activity	Inhibited initiative, passive perception of reality, lack of cognitive motives. By the end of preschool age, the main activity is not game, but subject. The game has a stereotype, formality of action. Broadcasting is detached from activity. The passive dictionary far exceeds the active one
Independence and responsibility	A peculiar form of child activity that reflects the actual level of personality development (L. Vygotsky)	Inhibited autonomy, first of all self-care skills are formed, subject actions are characterized by lack of formability and imperfection
Randomness	Ability to manage their behavior in accordance with the requirements, rules, norms of behavior (L. Vygotsky, O.Zaporozhets)	They have difficulties in regulating behavior, overcoming obstacles, completing a case, there is no need to manage their behavior
Freedom of conduct and security	Caution, predictability, sense of security, sense of security, observance of socially-determined rules and prohibitions	Involuntary, field behavior, no subordination of motives, instantaneous desires, lack of predictability
Self-awareness and self-esteem	An image of one's self; awareness of their place in the system of public relations; the pursuit of socially meaningful and socially evaluative behaviour.	After four years of the first manifestations of self-consciousness, this is reflected in the negative reactions to comments, condemnation, failure.

are inhibited: memory, perception, thinking, poorly developed speech, there is a significant underdevelopment of motor skills. Thus, psychological and pedagogical analysis of the literature shows that the underdeveloped thinking of older preschool children affects all areas of the child's development: productive activity, personality, speech and communication. Self-mastering skills are slow and unsatisfactory. Lately, a phrase language that is characterized by a sufficiently depleted vocabulary, lack of detailed answers, cannot make up the picture. The stock of household information is scarce. Does not understand or

understand the concept of color and number. Game activity is very primitive and has signs of imitation.

The child cannot establish contacts with other children because he does not understand the rules of play, interests, motives of other children. Feelings develop and differentiate. Development of pity, compassion, understanding of pain and suffering of another person is delayed.

Conclusions. Theoretical analysis of the features of thinking and mental processes of the senior preschooler made it possible to state that children with intellectual disabilities are characterized by weakness and imbalance of

nervous processes; disorders of plasticity and mobility of the nervous system; involuntary, unstable and low attention span; disturbance of sensations of different modality, as a result of distorted perception of objects and situations; all mental processes that are characteristic of a preschooler with normal development (creativity, initiative, independence and responsibility, arbitrariness, freedom of behavior and safety, self-awareness and self-esteem) occur very slowly, without active motivation for any kind of activity, for the environment, for social phenomena; researchers emphasize the passive attitude of such preschoolers to their peers to adults, to themselves; visual and spatial perception disorders; small amount of memory (difficulty remembering and playing material); inhibited initiative, passive perception of reality, low cognitive motivation; main activity is not game, but subject; the game is stereotyped, formalized; broadcasting is detached from activity; passive vocabulary far exceeds active; have difficulty in regulating behavior, overcoming obstacles, completing a case, there is no need to manage their behavior.

Thinking of a senior preschooler with intellectual disabilities is characterized by the following features: disorders of all mental operations (to a greater extent abstraction, generalization); decrease in activity of thought processes, not activity in search of the solution, indifference to the result and process of solving even the game problem; speech development; thinking is formed in conditions of defective sensory cognition; limited practical activity; the most preserved kind of thinking - visual and effective; unawareness and chaotic actions in the process of solving problems; not critical thinking; weak regulatory role of thinking; low motivation of mental activity; significant lag in the pace of development; poorly oriented in space, unable to evaluate the properties of objects and the relationship between them; concreteness and situationality of thinking, weakness of generalizations; there is no possibility of solving visual problems.

We see the prospects for further research in the theoretical substantiation, development, implementation and evaluation of the effectiveness of the program-methodological complex of thinking development for children of preschool age by means of non-traditional

pictorial activity. As a result of theoretical analysis of the mental and mental development of preschool children with intellectual disabilities, it is found that without special corrective training, this development will be insufficient and will significantly deviate from the development of normal preschoolers.

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