

THE SPECIFICITY OF SOCIAL INTERACTION OF CHILDREN WITH DEVELOPMENTAL DISORDERS

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The ability of children to interact with their peers and adults with consideration of culturally accepted rules and norms of behavior allows them to adapt to new social conditions. The aim of the research was to study how preschoolers with developmental disorders understand the rules in a normative situation. The research involved 227 children of 5-7 years of age: 95 children with no developmental disorders and 132 children with speech, motor, sensory and emotional disorders. The research used the technique developed by L.F. Bayanova, T.R. Mustafina called "Methodology for the study of a preschooler compliance with the rules in a regulatory situation." To identify statistically significant differences between the values in the samples of children with developmental disabilities and children without developmental disabilities, we used Student's t-test ($p < .001$). In all groups of children with developmental disabilities, the values of the "safety" factor are significantly lower than in children without developmental disabilities: children with sensory

impairments ($t = 4.00$); children with autism spectrum disorders ($t = 4.48$); children with severe speech disorders ($t = 2.49$); children with motor disorders ($t = 5.58$). Children with autism spectrum disorder ($t = 3.29$); with severe speech disorders ($t = 1.96$) and children with motor disorders ($t = 6.81$), showed poor results in orientation towards interaction with adults and compliance with the expectations of adults. The differences in the factor of "self-care, hygiene" ($t = 4.11$) were statistically significant only in children with movement disorders. The research suggests that children of all nosological groups have problems social adaptation. Limited opportunities of obtaining information from the outside world make it difficult for them to develop means for communication with adults and peers. The research was carried out with the financial support of the Russian Foundation for Basic Research under research project No. 19-013-00251 "Prediction as a resource for socialization of children with disabilities: the structural-functional model"