Anticipational abilities in changes of behavior strategy of persons with disabilities: problems and research perspectives

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At the present stage one of the urgent tasks of psychology and pedagogy is the study of the problem of deviant behavior among persons with disabilities. In the context of an expanded spectrum of adverse social, psychological and economic factors, the socio-psychological maladjustment of this category of people is strengthening. Adverse trends include an increase in crime, suicidal behavior and early alcohol and drug abuse. The emergence of behavioral deviance is the result of the accumulation of violations at different stages of socialization of people with disabilities. The deviations in the behavior are poorly understood in the light of deficiency of the age and regulatory means of activity knowledge, forms of communication and collaboration that defines the specifics of the failure in solving human problems at each stage of his development.

The purpose of the project is to study the possibilities of anticipation in preventing the formation of deviations in people with disabilities. The condition for successful adaptation of an individual is the ability of anticipation as the ability to reflect the environment laws in the structure of past experience, to form behavioral strategies, by anticipating the course of events (Brushlinsky, 1978; Lomov & Surkov, 1980; Mendelevich, 2000; Sergienko, 1997). In science, the following aspects of the problem of anticipation were studied in detail: neurophysiological, psychophysiological basis (Pavlov, 1973; Anokhin, 1978; Bernstein, 1991; Rusalov, 1979, the role of anticipation in providing cognitive mental processes Brushlinsky, 1978; Borisova & Volovikova, 2012; Tikhomirov, 1984; Shiyan, 1999; Feigenberg, 1986; Osnitsky, 2010 and etc.), peculiarities of probabilistic forecasting in health and disease (Feigenberg, 1977; Peresleny, 1976,
development of anticipation in ontogenesis (Sergienko, 1997; Regush, 1997; Gromova, 2003), the role of anticipation in the thought process (Lisichkin, 1972), communicative anticipation of teachers (Batrachenko, 1991). Today the most studied anticipational abilities are abilities in schizophrenia (Mendelevich, 2001, 2002; Feigenberg, 1986), organic disorders (Skidanenko 2003); neuroses and neurosis-like states (Gromova 2003; Mendelevich, 2002; Solovyova, 1996; Abitov, 1996), personality disorders (Uzelevskaya, 2002; Korn, Sharot, Walter, Heekeren&Dolan, 2014), disturbance of speech development (Akmetzyanova, 2004).

There were developed methods to identify anticipational validity (predictive competence) (Mendelevich, 2002); psychosocial adaptation (Rogers & Diamond, 1998; Snegireva, 1978); map of socio-pedagogical observation to identify the level of social development of maladaptive teens (Belicheva, 1994); technique of revealing attitude to others’ estimates (Khomich, 2006); “Anticipation of the outcome of the situation with the violation of norms” technique (Ulyanova, 2004). In modern foreign studies anticipation is seen as the ability to evaluate an increasing risk and further possibility of changing the behavior strategies of individuals, and depending on the strength of anticipatory emotions and risk severity (Sheeran, P., Harris, P.R., & Epton, T., 2014); as the possibility of planning own actions in relation to the actions of others during communication (Marcel Kinsbourne & J. Scott Jordan, 2009).

A promising area is the development of diagnostic tools allowing to identify the readiness (tendency) of teenagers and adults to the implementation of various forms of deviant behavior; the development of teachers' observations of manifestation of deviant behavior and technology of study the maladjusted persona and its immediate surroundings.

On the basis of theoretical analysis of a problem of anticipation in health and disease, it can be concluded that the knowledge of the peculiarities of manifestation of anticipation in important areas of life of the child of persons with disabilities will help to reveal the hidden deviation, to identify coping strategies in
behavior and prevent the initial formation process of deviant behavior, as well as to reduce the risk of having destructive and deviant behavior, just by applying effective methods of rehabilitation and correction.