

# Pedagogical Conditions for Managing Stressful States of Preschool Children with Special Educational Needs

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**ABSTRACT**— The purpose of this study is to establish pedagogical conditions for managing the stressful states of preschool children with special educational needs. The article presents the results of a study of pedagogical conditions for managing stressful states of preschoolers. To solve the assigned tasks, the analysis of scientific literature, synthesis, and modeling were used. According to the results of the study on the topic “Pedagogical conditions for managing stressful states of preschool children with special educational needs (children with autism spectrum disorders, children with intellectual disability)”, attempts to solve stress terms in preschool children with intellectual disability were identified, as well as pedagogical conditions for reducing stressful states in children. The practical significance of the study lies in the fact that the developed model for solving stress terms in preschool children with special educational needs is of interest in preparing classes for students of pedagogical directions in the field of inclusive education.

As for the problem of studying the state of anxiety and phobias in preschool children with special educational needs, there is currently a contradiction between its theoretical underdevelopment and its practical significance in remedial pedagogy. Practical experience of working with children with intellectual disability shows that they are characterized by dangerous and disturbing behavior that can cause

stressful situations. Specialists of preschool remedial institutions set themselves the task of organizing psychological and pedagogical assistance to children in anxious and phobic situations and their parents, without which it is impossible to ensure the quality of education and training, social adaptation, and integration of children with special educational needs. In this case, it is necessary to consider the practice and theory of remedial pedagogy on this subject.

The anxiety-phobic state belongs to the category of negative emotional states of a person. This happens in a case of negative assessment of the situation, dissatisfaction with human needs, and emotional suffering. The transitivity of the state is the result of the social adaptation of the individual, the formation of an anxiety-phobic personality (Gäreskog & Lindqvist, 2020). An anxiety-phobic state characterized by a decrease in interest in the surrounding world, a kind of fixation on one's own feelings and dissatisfaction with human needs (Varii, Leshchynska, & Terletska, 2020). The environment is perceived as a possible source of problems and emotional experiences. The characteristics of anxiety-phobic states are determined by a set of contexts: organic, interpersonal, interpersonal, and transpersonal personality development (Elsheikh et al., 2021). An anxiety-phobic state may be associated with the development of the patient's treatment and the formation of mental and social depression. Stress is a general (nonspecific) reaction of the body to a physical or psychological impact that changes homeostasis (preservation of the internal environment), as well as the altered (mostly excited) state of the nervous system and the body as a whole. An important point in understanding the effect of stress on the body is the intensity and duration of stress exposure (Masterton, Savage, Walsh, Guzman, & Shah, 2021).

A child is a human being who is constantly developing and changing. And therefore, it can be relatively difficult to determine stress in children. It can easily be mistaken

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for ailments characteristic of a growing organism. However, there are still some signs by which it can be determined that a preschooler is in a state of stress.

Symptoms of stress in children of primary school age are (Bentley, Schneuer, & Lain, 2018):

- frequent complaints of headaches, heart pain, nausea;
- poor sleep;
- fatigue;
- a steady desire to harm themselves;
- constant whims and demanding behavior for a whole week or longer;
- returning to the previous age level;
- frustration for no apparent reason;
- overconcern about their health;
- unwillingness to attend school and play with friends— isolation, detachment from the world;
- aggressive attitude towards others;
- pedantry and maximalism in housework and in school;
- a preschooler tries too hard to be constantly praised;
- low self-esteem;
- unreasonable anxieties, restlessness, and fears;
- a drop in academic performance as a result of impairment of memory and attention;
- speech defects or nervous tics: blinking, swallowing, winding curls on fingers, etc.;
- appetite loss and sleeplessness, or, conversely, constant drowsiness and increased appetite.

In recent years, there has been a tendency to identify psychological stress during nervous tension. It should be understood that stress is not just an emotion or nervous tension. Stress is a systemic neuroendocrine reaction, which is mainly activated by the joint action of the sympathetic nervous system and the endocrine system (Foster, Hayashi, & Wang, 2021). The manifestation of the phobic state of desire is enhanced by pronounced somatovegetative signs: increased excitability and instability of vegetative reactions, sleep and appetite disorders, hypersensitivity to external influences, emotional excitability, impressionism, mood instability. A risk factor for the development of an anxiety-phobic state in an interpersonal context is the psychogenic pathological formation of personality. This is a deviation of the mental development of the immature personality of children under the influence of chronic exposure to negative sociopsychological factors (improper upbringing, prolonged traumatic situations). Psychogenic-pathological personality formation is a certain age variant of psychogenic pathological development, closely related to the ideas about the possibility of micro social environment persistent acquired pathology of personality (Berry, Foster, & Rowe, 2018).

Currently, the priority areas in the field of correctional preschool education in Kazakhstan are the creation of a

sustainable and effective system of comprehensive care for children with limited educational needs, in particular, for children with autism spectrum disorders and children with intellectual disability. Nowadays, the problem of the emergence and prevention of anxiety in preschool children with mental retardation has not been sufficiently studied in the theory of correctional pedagogy. Therefore, there is a need to determine the best conditions for the education of preschool children with mental retardation by studying the factors that contribute to its development.

The purpose of this study is to establish pedagogical conditions for managing stressful states of preschool children with special educational needs, namely children with autism spectrum disorders and children with intellectual disability.

## MATERIALS AND METHODS

The conducted research is based on basic universal humanistic education, because every teacher is obliged to create equal opportunities for the realization of the abilities of each of the students. The theoretical basis of this study was the work of scientists on the introduction of inclusive education in preschool institutions. These scientific sources consider the pedagogical conditions for managing the stress terms of preschool children with special educational needs, which show the current issues of working with children with autism spectrum disorders, children with intellectual disability. This study of managing stress terms in preschool children was conducted in several stages. At the first stage of the study, the content of “preschool inclusive education”, “adaptation”, “stress state”, “intellectual disability”, “autism spectrum disorder” and many others are revealed.

An integrated educational environment based on methodology is aimed at developing the child's personality and recognizing their uniqueness, individuality, and the right to use various technologies necessary for the implementation of studying, which leads to a certain goal, through play and educational forms. Inclusive education strives to develop a methodology, it is designed for children and recognizes that all students are people with different learning needs. Inclusive education involves developing a more flexible approach to teaching and learning to meet different educational needs.

Analysis in this study is used as a logical technique, the essence of which is a mental or figurative study of the object of research, its division into structural elements (its characteristics, properties, structural parts), each of which is considered separately as part of a divided whole. Because of the features of this research, a system analysis is used, which consists in an approach to the pedagogical conditions of managing stressful situations in preschool children with special educational needs, in which all elements are organically

and inextricably linked and, thus, influence each other. For example, “inclusive education of preschool children” as a single system in the system analysis is divided into pedagogical, psychological, moral aspects of existence and social consciousness, and these aspects are studied separately.

Another type of analysis that is also used in the study of this problem is logical analysis, that is, a methodological approach to the results of human cognitive activity—knowledge in various forms and manifestations. Logical analysis involves determining the structural elements (type, kind, level of knowledge) formed and introduced into the text form, and their connections, as well as explaining the logical meaning of the truth or falsity of statements in the article, the conceptual apparatus of logical explanation by which this is done. At the next stage of the study, the theoretical provisions of our study were clarified, and their results were summarized.

The study concluded that it is an extremely important role of creating the proper terms for the formation of pedagogical conditions for managing stressful situations of preschoolers in inclusive education, which is one of the main obstacles to creating a modern environment of inclusive education. The article provides recommendations to future and current preschool teachers on creating conditions for inclusive education that meets the needs of students with special educational needs. The most important states are the creation by the teacher of a psychologically comfortable environment for students and ensuring a sufficient level of qualification of educational organizations.

## RESULTS

The importance of the implementation of remedial education of preschool institutions in the development of the modern education system is beyond doubt. The modern education system is at the stage of transformation. These changes are aimed at working with children with special educational needs in different directions. It is necessary to create a system of universal and comprehensive care for children with limited educational needs in our country (namely, to prevent deviations in children with autism spectrum disorders and children with intellectual disability). In general, this need is a priority in the field of remedial preschool education, determined by the socioeconomic situation of modern life and their consequences for the population, state policy in this direction, the possibility of science and practice of such assistance (Frumos, 2019).

The results of domestic and foreign scientific research convincingly prove that early detection of developmental abnormalities in a child and early comprehensive correction of developmental pathologies from the first years of life can prevent the appearance of new developmental abnormalities

in preschool children. In addition, the implementation of such an approach will allow correct the existing pathologies, significantly reduce the degree of social deficiency in preschool children, achieve a higher level of their general development and subsequently their education, and better integration into society (Abankina & Filatova, 2018; Lam et al., 2019). An analysis of the formation and functioning of western systems for early diagnosis and early complex correction of pathologies in the development of preschoolers presented the significant effectiveness of their introduction at the state level. Besides, in this case, the possibility of saving funds through correction and rehabilitation at the early stages of a child’s life, because this significantly reduces the cost of an expensive system later school specialized correctional education.

The earlier remedial work with children with special educational needs begins, the more chances a child has to adapt and socialize in society. For children with special needs, early care is a priority support measure. For children to achieve significant results in motor and mental development, the formation of communicative and speech skills is obligatory in everyday life. Children learn to establish and develop positive relationships with their family and other people, remember the rules of the community and study them diligently.

Psycho-correction is the activity of a teacher or psychologist, which is aimed at preventing deviations in the development of a child and creating conditions for further development. The teacher determines the task of a preschool-aged child to develop in this formed situation, tests technologies and methods of remedial work, and then selects the most valuable of them. Because of many negative factors, the number of children with severe autism spectrum disorders and intellectual disability has increased significantly in recent decades. More and more children are studying in special and general educational institutions, as well as in schools and kindergartens. And, in this regard, one of the urgent tasks of remedial pedagogy is to find ways of qualitative individualization of education and upbringing of children with special educational needs, and depending on their abilities and educational needs.

Domestic and foreign experts have identified the following, the most important and characteristic symptoms of autism spectrum disorders (Alam, Hakim, & Rouf, 2019):

1. Autistic loneliness, which manifests itself in alienation, complication of social interaction, decreased ability to establish emotional contact with others, and lack of mutual communication;
2. Stereotypical behavior, the presence of monotonous actions: swinging; waving hands; running in a circle; attachment to unusual objects and the same manipulations with them: touching, throwing, opening and closing; constant interest in the unique side of

things (sniffing or licking, constant touching of different surfaces);

3. Specifics of speech development: complete absence of speech, gestures, facial expressions; echolalia, sign language, repetition of the same sound, words, phrases, incorrect use of pronouns.

In addition, children with autism spectrum disorders and intellectual disability may have an irresistible obsession (for example, wearing the same clothes), hypersensitivity to sensory influences (vacuum cleaner noise, car sound, wind gust can cause a serious reaction in children with autism spectrum disorders). Most children with autism spectrum disorders are characterized by the appearance of aggression and autoaggression.

The organization of remedial work with preschool children with autism spectrum disorders and children with intellectual disability has its own specifics, the effectiveness of which largely depends on the formation of special states in which it is truly possible to combine pedagogical, psychological, social, and other types of support, while noting the dynamics of the development of a preschooler. The most common issues of parenting children with autism spectrum disorders are the following (Foster et al., 2021):

- preschooler does not answer their name;
- they do not understand what they have said;
- they do not respond to questions asked;
- they are not resistant to contact with the world around them (adults and peers);
- they are not interested in their surroundings;
- they are always on the move, unable to stay in one place;
- they focus on certain rituals and habits on a regular basis;
- they experience many fears;
- panic, hysteria when something does not go as the child intended;
- sometimes they bite, scratch, hit, break things, and so on.

The age of children with whom parents come to the initial introductory reception of remedial pedagogy is from 3 to 5 years. During this period, signs of autism spectrum disorders begin to appear in the child. Recently, the number of parents with children aged 2.5 years has increased. Remedial work with the teacher and the individual development of children with autism spectrum disorders and children with intellectual disability should be based on the following basic principles that include considering the age and individual characteristics of the development of a child, attention should be paid to their abilities and strengths. Extremely important is to understand the disorders of preschool children and the development of the affective sphere because of insufficient formation of an emotional system in children with autism spectrum disorders and children with intellectual disability. The basic principle of working with this category of children assumes that a child with special

educational needs should be taught everything, as the problem cannot be solved by itself without additional remedial education. The main goal of remedial work is to develop social interaction skills to create sufficient perception of surrounding objects and phenomena, emotional contacts of a preschool-age child, and communication in general with people and the social environment.

All remedial activities for preschool children are based on this goal (Psychological and pedagogical, 2019):

1. The main stage of education is the establishment of contact between a preschool pupil and a teacher. Any remedial work begins with the creation of a positive emotional relationship with a child, but in children with autism spectrum disorders and children with intellectual disability, this stage can last much longer. Negative moods, feelings of fear, anxiety, sudden and inappropriate behavior become a barrier to contact with the preschooler. At this stage, the teacher is obliged to establish what motivation the child has for further communication, and in what cases the preschooler refuses to communicate. To establish contact, the teacher can use sensory toys (sound toys, cars, dolls, constructors, and much more).
2. Another important stage of remedial work with preschoolers is the formation of behavioral learning skills. The main goal of this stage is a general model of behavior of a child with autism spectrum disorders and children with intellectual disability: to create a plan for the educational process, develop the child's perseverance, keep the preschooler's attention on learning goals and reduce irritability from the learning situation. It is very important to adhere to the principle of gradualness, dosage, and availability of new material, because of the fact that children push all negative emotions into the unknown. Initially, it is better to focus on one of the most accessible skills of the child. Small new elements of variability are being introduced gradually. The role of the teacher's help is great, especially physical, directing the performance of actions. Instructions and tasks of the lesson must be carried out clearly and concisely. At the same time, it should be considered that it is important to maintain the desired behavior of a preschooler through meaningful encouragement and praise, as well as gradually reduce and prevent the use of nonverbal reinforcement over time.
3. Another stage of developmental interventions for working with preschoolers with autism spectrum disorders and children with intellectual disability is the development of the cognitive sphere. At this stage, the problem of intellectual development of a child with autism spectrum disorders depends on the identification of the child's mental abilities, skills and speech ability. Cognitive development includes familiarity with the

environment, perception of education, thinking, basic concepts, speech development, communication skills, development in general, and fine motor skills. At this stage, the principle of consistency and dosage of new material for preschoolers was also required to be added. A very important factor for preschool children with special educational needs is the observance of a certain plan at each subsequent lesson.

An important condition for successful developmental intervention for preschool children with autism spectrum disorders and children with intellectual disability is close communication not only with children, but also with parents raising a child with special educational needs (Sadvakassova, Karmanova, & Danek, 2021). An important and fundamental issue today is the mental health of a preschooler with special educational needs. A clear indicator of the problem is that the health of preschoolers is deteriorating compared to their peers in the 20th century. At the same time, the most significant increase in the incidence of all types of diseases occurs in the age periods coinciding with the upbringing of a child. This problem mainly affects children with special educational needs. In particular, children with intellectual disability have problems with education, socialization, and adaptation to independent life. A low level of cognitive processes, a lack of knowledge about the life of a child, and a desire to expand their horizons without sufficient cognitive activity—this is not a complete list of problems that arise every day when working with these children.

This also includes negative experiences of cognitive and educational activities, constant discomfort from one's own failure, unstable emotional reactions, and behavior, as well as insufficient self-esteem of a preschool-aged child with intellectual disability. In the sources of science, the adaptive potential of a preschool-aged child with special educational needs is characterized in the following way:

- by the ability of the body to maintain the necessary compensatory and protective properties, a certain level of functioning, and optimal ability to adapt to the terms of the external and internal environment (Hughes, Foley, White, & Devine, 2018);
- the main psychological characteristics for regulating mental activity and the adaptation process; as a basis for characterizing the maturity of the child;
- as a measure of violation of the own personal boundaries, as the ability of a preschooler with special educational needs to influence environmental conditions that cause structural changes in the body and changes in the level, quality, and characteristics;
- as a set of psychological characteristics of individual levels, on which the probability of successful adaptation to environmental factors depends (Sadvakassova et al., 2021).

## DISCUSSION

It follows from the above definitions that some researchers consider the properties of adaptive potential as an integral concept of personality. Systems, ways of using and changing adaptation resources, their quantitative and qualitative components are important components of adaptation potential. They serve as a link between the abilities of a person and their actual implementation in the process of setting goals. Work to prevent stress in preschoolers with autism spectrum disorders and intellectual disability, and to eliminate the factors that cause it, should become a guideline in the activities of teachers in the field of inclusive education. The main directions of this activity are the possibilities of a preschool-aged child with special educational needs, the correct organization of their education, the creation of favorable conditions for the psychological and emotional atmosphere of the educational process, including (Worsley & Barel, 2018): organization of educational performance; eliminate stressful situations; confidence in the positive qualities of the child; satisfaction of the need for self-knowledge.

In preschool remedial education, the ability to restructure the learning system to meet the real needs and interests of the preschool-aged child requires multifaceted learning, based on the principles of human priorities, natural development, and humanization. The understanding of multilevel learning as such is the organization of the educational correctional process, in which all students have the opportunity to master the educational material at different levels, depending on individual abilities and these characteristics. Attempts of preschool children to master the educational material in order to meet the criteria for assessing the performance of their peers, compensate for unfavorable factors and ensure that the preschooler has a positive view of the learning process as a whole.

Teachers of preschool remedial education need to focus on the areas of application of multilevel learning technology to avoid stress terms in preschoolers (including preschoolers with special educational needs) (Berry et al., 2018):

- prevention of psychoemotional stress in a preschool-aged child, prevention of anxiety and aggression using a system of correction methods that need to be developed to compensate for the shortcomings inherent in the content of the educational process;
- correction and development of mental processes, basic abilities of all components of productive information, and their participation in the educational process;
- dynamics of overcoming passivity in teaching a preschool-aged child;
- formation of positive motivation for learning activities in a child.

The main form of organization of the educational process of preschool children, which directly depends on the teacher, is always a lesson (class). The motivation of preschool pedagogical activity is based on the cognitive interest of the child, which is achieved by a combination of methods of rational and emotional correction, game modes and individual methods of work, entertainment content, practical content. An individual approach to each child is the main prerequisite for the success of individual educational assistance to preschool children with special educational needs. Flexible structure of goals, tasks, teaching methods, methods and forms of work, methods of organizing classes in accordance with the goal of the expected result, the content, and abilities of a preschool child. The application of this approach is designed not only to help achieve the goals of the lesson, but also to resolve stressful situations, preserve the physical and mental health of the preschooler, as well as develop a positive attitude to learning. In order to create conditions for achieving cognitive activity of preschoolers with special educational needs, it is necessary to organize special correctional training. Such learning involves differentiating pupils according to their characteristics and their ability to master learning materials.

Working in the mode of multilevel developmental learning, preschool children have the opportunity to use a variable approach to the selection of tasks, their volume, taking into account the time required to complete the task, the level of development of cognitive activity, and unique abilities of each student, learning style (Farran, Critten, Courbois, Campbell, & Messer, 2021; O'Connor, Chong, Quach, & Goldfeld, 2020; Will, 2019). Such an organization of classes in a preschool institution helps to create a positive psychological atmosphere, reduces the negativity of parenting, eliminates many complexes, students can understand their capabilities. In addition, the such approach helps children to feel like participants in an interesting educational process, and largely neutralizes the elimination of stressful situations in children. Thus, through the technology of multilevel training, the teacher plans measures to introduce factors to protect children from stressful states and situations, prevent neuroticism, and eliminate the negative experience of educational activities of a preschool child. The potential of preserving the psychological health of preschool children with special educational needs for multilevel education, included in such aspects as (Yada & Tolvanen, 2018): personal and social components; cognitive (intellectual) component; emotional component.

In the educational activity of a preschool teacher engaged in multilevel education, a special style of communication with students is used, the ability to see, understand and accept what each individual child needs. As for the child, it is imperative to form a positive attitude, faith in the possibilities of compensation, patience, and appropriate intensity. The teacher focuses on partnership and collaboration.

During communication, a preschooler child has the opportunity to express their opinion. The use of authority, unlimited power, dictatorship, as well as ridicule, condescension, and gloating on the part of the teacher should be excluded.

Using the technology of multistage education in a preschool educational institution, the teacher will be able to build productive relationships between all children. There is a need for the activity of a teacher, which requires the use of various forms of communication with preschool children, the inclusion of active learning in the educational process: games, trainings, forms of group work, many skills of social cooperation (Vyrastekova, 2021; Wehmeyer, Shogren, & Kurth, 2021). For children with autism spectrum disorders, as well as children with intellectual disability, there is a need to explain the material in more detail, repeating it multiple times, but at the same time without traumatizing the child emotionally. Any training should be conducted through the subject of practical activity, and should be aimed at developing, albeit primitive, but decent, correct notions on the topic of training and including practical skills. The main method of teaching should be organized on a permanent practical basis to work on the active personality of preschool children with autism spectrum disorders. In practice, children can gain knowledge and skills to apply the principles of awareness and accessibility of learning in the future (Sofiy & Nayda, 2007).

It is necessary to improve the content of preschool children's education, based on the model of creative activity of a child and an adult on the principles of pedagogical optimism, humanism, harmonization of the inner world of the child. These will allow obtaining positive aspects in the upbringing, teaching, and development of the child, preventing neuroses in children. Such approach allows the teacher to maintain the mental health of the child, prevent stressful situations and states of students in the process of managing the content of preschool education, as well as reduce or eliminate the level of anxiety. This task should be developed simultaneously with the task of ensuring the quality of educational content (Giné, Balcells-Balcells, Cañadas, & Paniagua, 2016; Lam et al., 2019).

The emotional-volitional part concerns the interpretation of psychoemotional mechanisms. This is a need term for maintaining mental health and positive feelings, positive emotions that arise when a preschool-age child is successful, confident in their abilities. The goal is to make preschool children with special educational needs feel comfortable. Differentiation of goals in multi-level education allows each child to master educational materials at different levels, depending on individual abilities and these characteristics. A specific and relevant educational goal is to promote the use of selective efforts of a preschool child, this facilitates work in a team, increases responsibility for the results of their educational work. The emotional educational part forms such personality traits as organization, discipline,

honor, diligence, and dignity. Attributes that ensure the functioning of the individual in society help to maintain the mental health of the individual (Sadvakassova, 2019).

From the point of view of participation, preschool inclusive education educators find themselves in a new psychological environment. This space requires a goal for the comprehensive development of skills to flexibly respond to the specific needs of children with special educational needs in using other forms of communication with them. Special training for teaching children with special educational needs is provided to higher educational institutions at advanced training courses. Training provides the availability of new abilities, including the ability to diagnose the level of psychological development of a preschool-aged child in order to understand their educational opportunities. The criteria for presenting material for a preschool child are determined within the diagnosis process, considering individual psychological characteristics, in pedagogical support of children with special educational needs.

The beginning of the formation of the theory and practice of complex correctional support is systemic in nature. The basic idea of supporting and accompanying preschool children with special educational needs is that professionals in the field of inclusive education understand the need for the child's autonomy to solve developmental problems. Within the framework of this ideology, it is necessary to highlight the conceptual consequences of remedial support, which include (Berry et al., 2018):

1. Systematic monitoring of the psychological and pedagogical state of a preschool-aged child and the dynamics of their mental development in the process of upbringing and training in preschool institution of remedial education;
2. Creation of sociopsychological terms for the development of the personality of preschool children with special educational needs and their well-being in society;
3. Creation of special psychological, educational, medical, and social conditions to assist families and preschool children with special educational needs.

In this regard, it is obligatory to provide any psychological, pedagogical, medical, and social assistance to preschool children with autism spectrum disorders and intellectual disability. For a family raising a child with special educational needs, it is important to maximize the potential of the child and their integration into modern society. A modern teacher of preschool education is obliged (Ibragimova, Chesnokova, Mirza, & Shkutina, 2018; Jackson, 2015): to consider the age characteristics of each child, to remember how developed the child is, and what needs to be developed further. The teacher should not be afraid that preschoolers will not immediately learn new material. Time will pass, and the assimilation of the material will take place (by establishing

the internal structure of the psyche through the integration of external social existence, measuring life experience, forming mental actions, and development in general). For each child, the period of assimilation of the material is different. It may take a day or even several years.

In the classroom and in extracurricular activities, the teacher can use special techniques to find comprehensive educational activities for all pupils. These are the standards of universal learning functions, they are part of the following skills (Bentley et al., 2018): the ability to act according to a plan; overcome impulsive, involuntary actions of students; the ability to assess the accuracy of the operation performed; the ability to adjust the result. In addition, communicative universal learning activities play an important role in the development of personality. This is the ability to establish communication with peers. Professionally trained teachers of preschool education are required to be able to determine what is appropriate in unusual situations, which include behavior, psychological characteristics of preschool students with special educational needs in effectively influencing them. Modern education requires continuous self-education and personal development, including remedial education. The purpose of such education is to identify and clarify practical problems, analyze educational cultures and work on the system integration of such education (Abramova, 2016; Udich, 2015).

## CONCLUSIONS

Currently, there is an increase in the number of anxious children, characterized by anxiety, lack of self-confidence and emotional instability. After analyzing the psychological and pedagogical literature, it was concluded that performing game exercises with children with autism spectrum disorders and intellectual disability is a very effective way to correct violations in the development of school anxiety. The purpose of this study was to establish pedagogical conditions for managing stressful states of preschool children with special educational needs, namely children with autism spectrum disorders and children with intellectual disability.

Psychological and pedagogical support of preschool-aged children with special educational needs today is not only a combination of various methods of remedial work and development with children, but also serves as a complex technology, is a special culture, and helps to solve problems of preschool child development, eliminate issues, teach, socialize, create special states for a comfortable life of a child. Support consists in helping children develop their existing skills and adapt to society. The generalization of foreign and domestic experience in the successful rehabilitation of children with special educational needs in preschool educational institutions made it possible, in the course of

the study, to create a model for the rehabilitation of stress terms in children with autism spectrum disorders and children with intellectual disability. The introduction of practical recommendations into the work of educational remedial preschool organizations will allow: to improve the qualifications of teachers, educators, and specialists in the psychological education of children with special educational needs (with autism spectrum disorders and intellectual disability); to form educational support for children with special educational needs to undergo appropriate training in accordance with the main educational programmes of the state; to overcome difficulties in mastering by preschoolers with autism spectrum disorders and intellectual disability adapted educational programmes, while actively promoting social adaptation and socialization of the preschool child.

### Conflict of Interest

The authors have stated explicitly that there are no conflicts of interest in connection with this article.

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