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ИЗУЧЕНИЕ СТРАХОВ У ДЕТЕЙ И ПОДРОСТКОВ

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Аннотация

Введение. Ключевое положение в структуре эмоциональной сферы детей и подростков принадлежит страхам, что объясняется во многом особенностями возрастного развития и ограниченным жизненным опытом. Страхы могут привести к тревожным состояниям и фобиям, поэтому родители и взрослые должны знать о страхах своих детей, чтобы своевременно помочь в коррекции. **Цель исследования** – выявление преобладающих страхов детей и подростков и поиск рекомендаций по их преодолению. **Материал и методы.** Были проведены опрос и анализ результатов с использованием методики А.И. Захарова, М.А. Панфиловой. В опросе приняли участие три группы респондентов: ученики младших классов (22 человека) и средних классов общеобразовательной школы (23 человека), а также студенты 1 курса Уральского государственного медицинского университета (47 человек). **Результаты.** Эмоциональная сфера детей и подростков отягощена страхами, которые могут классифицироваться на различные группы. В процессе взросления страхи детей меняются, они могут исчезать или усиливаться, появляются новые. Было определено, что к страхам, которые сохранились во всех группах респондентов, относятся физический ущерб, смерть и социально-опосредованные страхи (одиночество, незнакомые дети, наказание родителей и т.д.). Медицинские страхи не выявлены ни в одной испытуемой группе. **Выводы.** Результаты исследования показали, что преобладающими страхами во всех группах респондентов являются страх собственной смерти, страх смерти родителей, страх войны. Подобраны рекомендации по коррекции страхов у детей и подростков. Одним из эффективных способов являются игры (подвижные, ролевые). **Ключевые слова:** страхи, фобии, дети, подростки, опрос, сравнение, преодоление страхов.

RESEARCH ON FEARS IN CHILDREN AND ADOLESCENTS

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Abstract

Introduction. The key position in the structure of the emotional sphere of children and adolescents belongs to fears, which is largely due to the peculiarities of age development and limited life experience. Fears can lead to anxiety and phobias, so parents and adults should be aware of their children's fears to help with correction. **The aim of the study** is to identify the predominant fears of children and adolescents and find recommendations for overcoming them. **Material and methods.** A survey and analysis of the results were conducted using the methodology of A.I. Zakharov and M.A. Panfilova. Three groups of respondents took part in the survey: elementary schoolchildren (22 people) and middle schoolchildren (23 people), first-year students of Ural state medical University (47 people). **Results.** The emotional sphere of children and adolescents is burdened with fears. In the process of growing up, children's fears change, they may disappear or intensify, and new ones appear. It was determined that the common fears that persisted in all groups of respondents are mainly death, physical harm, socially-mediated fears (loneliness, unfamiliar children, punishment from parents etc.). Medical fears are not identified in any subject group. **Conclusion.** The results of the study revealed that the predominant fears in all groups are fear of own death, death of parents, fear of war. Recommendations for correcting of fears in children and adolescents have been selected. One effective way is to play games (mobile, role-playing games). **Keywords:** fears, phobias, children, adolescents, survey, comparison, overcoming of fears.

INTRODUCTION

Fear limits a child's and adolescent's abilities because it can cause feelings of helplessness or anxiety. When a child experiences fear, he or she avoids situations that seem risky or unfamiliar, limits himself or herself with false beliefs, and this hinders development. A large number of fears is

dangerous for adolescents, because it is at this age is laid the character, outlook and self-esteem of a person. If a child is afraid to leave the comfort zone, he will not be able to socialize, to acquire valuable skills and experience. This can cause the development of psychological problems such as anxiety disorder or phobia [1,2].

The aim of this study is to identify the predominant fears of children and adolescents and offer recommendations for overcoming them.

MATERIAL AND METHODS

The study involved primary schoolchildren and middle schoolchildren of school No. 5 in the city of Nevyansk, Sverdlovsk region and first-year students of the Ural State Medical University in the city of Yekaterinburg. The age of the study participants ranged from 11 to 19 years old. The total number of 92 people.

During the survey the rights and interests of minors were respected. The survey was conducted with the permission of the parents and in the presence of the teacher. The results were communicated to parents [3].

The study was conducted in the form of survey, then the results were analyzed and processed using the methodology "Fears in houses" by A.I. Zakharov, M.A. Panfilova. In accordance with the method of Alexander Ivanovich Zakharov in the modification of Marina Aleksandrovna Panfilova "Fears in houses" questions were developed to determine the presence of fears and their level in children and adolescents aged 11 to 19 years.

The following fears were chosen for testing: 1) fear of loneliness; 2) fear of attack; 3) fear of getting infected and sick; 4) fear of death; 5) fear of parents' death; 6) fear of unfamiliar children; 7) fear of strangers; 8) fear of mom or dad; 9) fear of punishment from parents; 10) fear of fairy-tale characters (Baba Yaga, Koschei the Immortal, Barmaley, Zmey Gorynych, monsters, etc.). In schoolchildren to this list are added fears of invisible people, skeletons, Black Hand, Queen of Spades; 11) fear before falling asleep; 12) fear of terrible dreams; 13) fear of the dark; 14) fear of animals (wolf, bear, dogs, spiders, snakes); 15) fear of transport (cars, trains, planes); 16) fear of the elements (storm, hurricane, flood, earthquake); 17) fear of heights (when very high); 18) fear of depth (when very deep); 19) fear of enclosed space (a small room, toilet, crowded bus, subway); 20) fear of water; 21) fear of fire; 22) fear of war; 23) fear of large streets, squares; 24) fear of doctors (except dentists); 25) fear of bleeding; 26) fear of injections; 27) fear of one's own pain; 28) fear of sudden, sharp sounds when something suddenly falls, knocks (you are afraid, flinch at this); 29) fear of doing something wrong, wrong (bad - in preschoolers); 30) fear of being late to the garden (school, university).

The listed fears were divided into several groups for easy processing of test results: 1) medical fears (getting infected or sick, doctors (except dentist, shots); 2) fears related to causing physical damage (assault, punishment from parents, transportation, elements-storm, hurricane, water, fire, fire, war, bleeding, pain, sharp noises); 3) fear of death (own death, death of parents, war); 4) fear of animals (wolf, bear, dog); 5) fear of fairy tale characters (Baba Yaga, Koschey the Immortal, Zmey Gorynych); 6) fear of the dark and nightmares (fear of falling asleep); 7) socially-mediated fears (loneliness, unfamiliar children and adults, parents, punishment from parents, doing something wrong, being late for school, garden or university); 7) spatial fears (height, depth, enclosed space, large streets or squares).

RESULTS

In the survey of primary schoolchildren 22 people, 11 boys and 11 girls participated. The following results were obtained. Fear of physical damage was revealed in 17 children, fear of death in 20, fear of animals in 9, fear of fairy-tale characters in 2 people, fear of darkness in 4, social-mediated fears in 14, and spatial fears in 3 children. The most common fears are fear of parental death (20 people), fear of their own death (18 people) and fear of war (17 people). Less widespread fears: fear of sleeping, fear of transport, water, big streets, doctors, injections, these fears were not selected by anyone (fig. 1).

23 people (16 girls and 10 boys) aged 12 to 14 years participated in the survey of middle schoolchildren. As a result of the survey fear of physical harm was revealed in 16 people, fear of

death in 21 people, fear of animals in 5 people, fear of fairy tale characters in 1 person, social-mediated in 11 people, and spatial fears in 5 people. The greatest fears of students are fear of parental death (21), assault (16), war (16), and dying (12). The less widespread fears are: fear of parents, water, fire, big streets and doctors; nobody specified these fears (fig. 2).

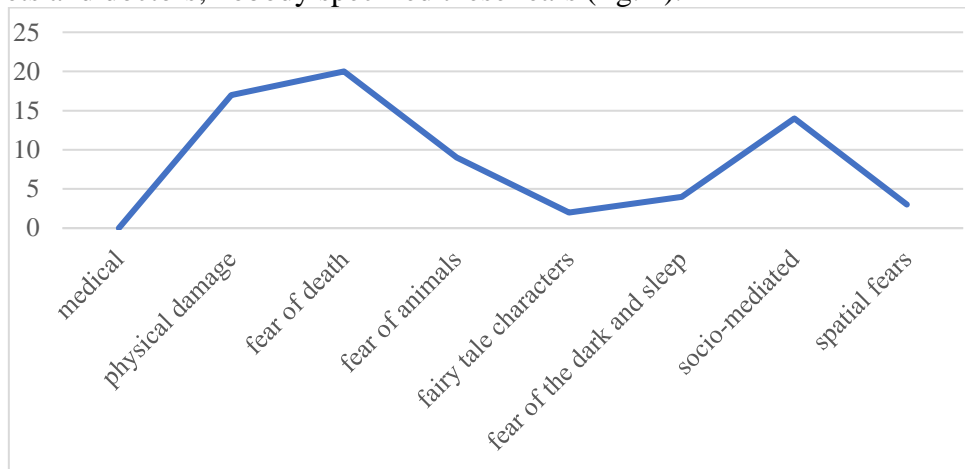


Fig. 1 Prevalence of fears of primary school students

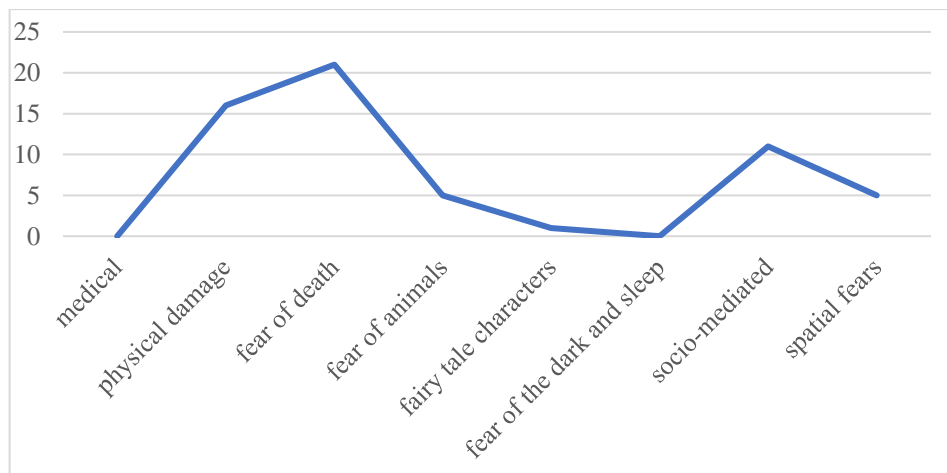


Fig. 2 Prevalence of fears of secondary school students

47 first-year students of the Ural State Medical University took part in the survey of 1st year students, 32 of them were girls and 15 boys aged 18 to 19. As a result of the survey, fear of physical harm was identified in 45 students, fear of death in 41, fear of animals in 16, fear of the dark in 36 people, and social-mediated fears in 35 people. It was determined that the greatest fears were the death of parents (44), their own death (39), and war (26). Less common fears in this group of respondents are: fear of fairy tale characters, water, big streets, and doctors. None of the respondents indicated these fears during the survey (fig. 3).

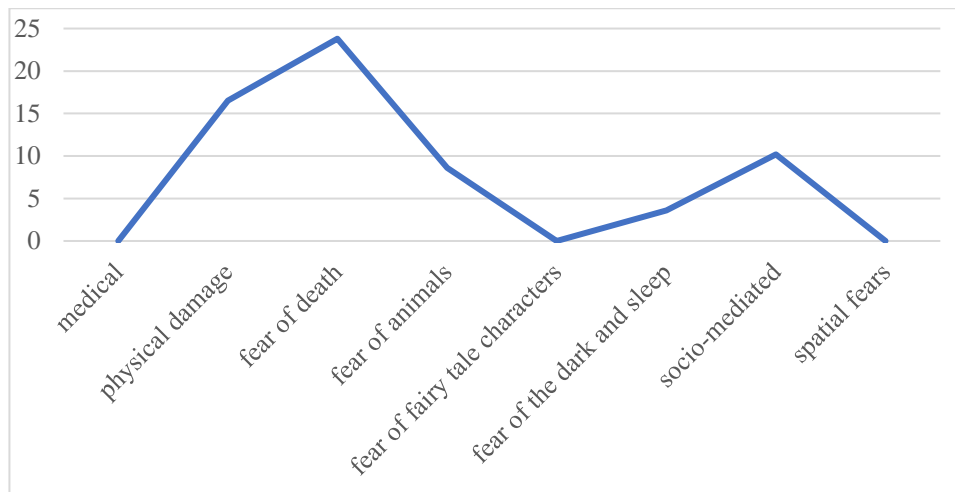


Fig. 3 Prevalence of fears of first-year students of medical University

The review of scientific literature on the topic of research allowed to find and offer some recommendations for the correction of children's fears. A.I. Zakharov calls mobile games one of the effective ways [3]. The first five include the following games that develop reaction speed and reduce emotional inhibition and stiffness: ball games, involving sudden throwing the ball to each other children, accompanied by the words "take", "hold"; alternating penetration from the run-up into the circle of children holding hands; wrestling-competition, saber battles, throwing the ball at each other; climbing up the bar wall and jumping down onto the mat (with an adult's support), jumping over a rope, a small hole with sand; passing through the children's chairs at a distance from each other in order to return back and jumping from the last chair to get a prize.

The following five games develop the achieved results and allow reducing fears and insecurity: "Spotting" – a kind of warm-up for the following games, contains a number of rules that complicate the task (limited space, arranged chairs, spotting only on the back); "Zhmurki" improves the mood of children, motor revitalization. The host in this game in every possible way tries to scare those whom he is looking for, that the participants of the game found themselves.

The game contributes to the development of endurance, patience in nervously weakened children; also the game helps to reduce the fear of the dark, loneliness, unexpected, sudden exposure. "Hide-and-peek" also contributes to reducing the intensity of the fear of loneliness. "Who is first?" creates elements of expectation, uncertainty, and confusion and at the same time surprise and suddenness. The psychological mechanism of the impact of this and the following game is to overcome through emotional involvement and group imitation of the state of stiffness and inhibition, when it is necessary to act, to remove stupor, fear and insecurity. "Quick Answers". At a fast pace, children standing in a line are asked questions that need to be answered immediately, without long deliberation.

The next stage of game correction of fears is role-playing games based on the plots of famous fairy tales. The essence of the technique is that the child in the course of the game presented himself as the object of his fear. In this way he/she will be able to overcome the feeling of fear before him/her (better suited for overcoming the fear of fairy tale characters).

DISCUSSION

According to A.I. Zakharov, the younger school age is a period of transition from instinctive to socially mediated fears, which in adolescence are transformed into social fears as a threat to one's own well-being in the context of relations with the environment. The number of fears of not meeting the social requirements of the immediate family and school environment increases [4]. Comparison of the survey results in different age groups (primary and middle schoolchildren, first-year university students) determined that the common fears that persist in children and adolescents are fear of physical harm, fear of death and socially-mediated fears. Medical fears were not identified in any group. It was also found that in the groups of general education students, one person each was found to select almost all fears. If for a pupil of the 4th grade this can be considered a relatively normal

result, as at this age children form their world outlook and it is easy for them both to acquire new fears and to get rid of fears. But for a 7th grade pupil this number of fears is far beyond the age norms. In 12-14 years, the number of fears should be about 8, and this child has 28 out of 31 [5,6]. Among the first-year students of medical university the number of fears of boys and girls corresponds to the norm.

After comparing two classes of different ages and the first year of university, it can be determined that the common fears that persist in children are mainly physical harm, death and social-mediated, while medical fears are not identified in any tested group. Over time, children's fears change and decrease in number, but it is also worth noting the addition of new fears coming from life experience. However, such cases are less frequent than the decrease.

The results of the study allowed concluding that by the student age "childhood fears" completely disappear, but new fears appear due to the acquisition of life experience. The test takers, revealed deviations from the norm, were provided with recommendations for dealing with fears.

The study has shown that the peculiarities of fear manifestation in primary schoolchildren, middle schoolchildren and first-year medical university students mostly correspond to age norms, despite the identified single deviations from the norm.

One of the results of the study was recommendations for the correction of fears in children and adolescents, including the implementation of mobile and role-playing games.

CONCLUSION

The results of the study revealed that the predominant fears in all groups are fear of own death, death of parents, fear of war. Recommendations for correcting of fears in children and adolescents have been selected. One effective way is to play mobile and role-playing games. These recommendations can help in the prevention of anxiety disorders and phobias in children and adolescents. Parents and adults should be aware of the fears of children and adolescents for timely help in overcoming emotional stress.

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ФИЛОСОФСКИЙ АСПЕКТ ТЕХНОЛОГИЗАЦИИ ЧЕЛОВЕКА С ИСПОЛЬЗОВАНИЕМ МЕТОДОВ РЕГЕНЕРАТИВНОЙ МЕДИЦИНЫ

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