

**SCIENTIFIC ENQUIRY IN THE CONTEMPORARY WORLD:
THEORETICAL BASICS AND INNOVATIVE APPROACH**

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**SCIENTIFIC ENQUIRY IN THE CONTEMPORARY WORLD:
THEORETICAL BASICS AND INNOVATIVE APPROACH**

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ABOUT SOME FEATURES OF SOCIAL COMPARISON PROCESS
IN THE CONDITIONS OF VISUAL DEPRIVATION

*H. Karbalevich**

Abstract

In article the theoretical analysis of influence of visual deprivation on the process of social comparison is presented. The interrelation of visual impairments and difficulties in the formation of social identity as a result of social comparison is grounded.

Keywords: social comparison, social categorization, social identity, visual deprivation

The problem of social adaptation of visually impaired and blind people is one of the oldest and at the same time complicated for teachers, doctors, psychologists, social workers and other specialists. To our mind the process of socialization is tightly connected with such phenomenon as social identity. Experiencing himself as an equal part of society a visually impaired or blind person has a strong feeling of social identity.

According to Turner J. C. social identity is a result of the process called social categorization [1]. The process of self-categorization being one of the inalienable parts of social categorization is based on a comparison between «I» and the prototype of a particular social community. The prototype forming occurs not only in the situation of direct contact, but visual aspect of communication plays a great role at the process of creating the image of interlocutor and comparing each other's characteristics.

L.I. Plaksina writes: «Despite visual pathology, for children with impairments visual information acts as a basis at a subject identification. Children point to impossibility to learn a subject in the presence of information received only by means of an organ of hearing or touch» [2]. The perception of Other in a situation of visual deprivation is even more difficult. Scientific researches proved a key role of sight in the course of interpersonal perception and in the course of human communication [3]. The pathology of visual analyzer conducts to distortion of information arriving through the main channel of perception which characterizes the partner in communication, and complicates the feedback with him.

We consider social identity is based on the formation of We-centric space between two people or between a man and a symbolic prototype of a particular community. We-centric space is the result of psychological contamination which can go in two directions: in the direction of imitation and in the suggestion direction. Imitation goes back to the physiological phenomenon that is peculiar for all highest animals while suggestion is specifically human as it is based on verbal communication. Words cause the same representations, images and feelings that a narrator is speaking about [4]. In a situation when sight is absent from birth, the mechanism of suggestion has a bit different sense as it is difficult for a man to imagine a visual shape of an object.

Communication is carried out by means of linguistic, paralinguistic and extralinguistic components. Visual violations don't allow to perceive fully information transferred by means of kinetic and graphic paralinguistic means. Functioning of paralinguistic means in language communication is determined by the possibility of decoding of these means as markers of unequivocal perception of information at the statement. The mechanism of decoding includes two stages. The first stage is represented with perception of verbal structure. The second stage is represented with some chain of the conclusions considering paralinguistic situation and aimed at completion of elements of semantics which were absent in verbal structure [5]. Without having a possibility to perceive some paralinguistic elements, a blind or visually impaired person is limited in sources of additional information which would allow him to interpret sense of a broadcasting message more precisely.

L.S. Vygotsky writes that the blind as well as people without visual impairments know essentially much more, than they can perceive by means of analyzer systems. The formation of notions is inaccessible for perception and representation, and can occur by means of collective thinking. The blind, limited in representations, are not limited in the field of abstract knowledge [6].

However from the point of neuropsychological components of the process, which V. Gallese calls «the intentional attunement», visual pathology nevertheless doesn't allow to receive information from the interlocutor entirely. So, it impedes the mechanism of modeling Others experiences as this mechanism is mediated by the functioning of audiovisual mirror neurons [7]. The lack of information on external and internal interlocutor's charac-

* Hanna Karbalevich, probationer teacher at Belarusian State Pedagogical University named after Maxim Tank (Republic of Belarus, Minsk).

teristics limits the process of social comparison. Objectively existing similarities are ignored at the process of Self to Other comparison because of inaccessibility of these similarities to direct perception. Comparison takes place only on those parameters that can be fixed through safe analyzers. Partial compensation can occur due to the abstract knowledge got during communication. But usually the process of direct communication does not suppose the detailed description of interlocutors' own characteristics (both external and internal), the part of information transferred by means of paralinguistic components is lost therefore. Abstract notions created during communication are «hardening figures», while the process of social comparison envisages the permanent collation of Self and Other characteristics. In the situation of live interaction any change of interlocutor mimicry is being fixed immediately by visual analyzers and exposed for further analysis in the corresponding area of cortex. We suppose that absence of visual contact leads to the situation when the "intentional attunement" is realized only due to audial mirror neurons, that complicates the process of We-centric space forming and search for commonalities with an interlocutor.

Coming from logic of the stated higher, we suppose the presence of difficulties in the process of social identity forming among visual impaired people. It is caused by not only the features of educational process isolating them from normatively developing coevals, but also by the features of perception in the process of direct communication.

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