

Antonina MAKAROVA

Vladimir State University Alexander G. and Nicholas G. Stoletovs, Russia

Integration of children with vision defects in educational space

The important period of children – invalids development is pre-school age. The analysis of experience with preschool children having vision defects, recording of new social consciousness interests, children rights allowed us to organize the work with this category of children reformatively and to emphasize the problem of integrated upbringing and teaching such preschool children.

In MADOU TSPP kindergarten № 128 are functioning groups for children with vision defects where correction-pedagogical help is rendered to such preschool children. It is a pity the necessity of medical rehabilitation of such children is realized by everyone, but the role and the place of rehabilitation by teaching means is understood not unanimously. But these children must have an opportunity to master general pre-school standard as the children with normal vision.

Specialists of the educational establishment understand that integrated teaching may be effective for the part of the children with the development deviations, the psychophysical development level of whom correspond to normal age or close to it. But it proves not to be expedient for children with a complex defect. However we must not refuse from integration of such category of children.

Here a special approach to integration is necessary. We chose a social integration of such children into mixed groups where the children with different vision defects are brought up and among them there is a child having complex accompanying problems. Here they are brought up together with other children getting constant assistance of specialists: teacher-defectologist, teacher-speech therapist, psychologist, social teacher, educators, physical culture instructor, music specialist that is combined integration within the establishment is coming true. The main direction with these children is first of all social adaptation of a child with limited abilities into common system of social relations and interactions. The conditions for social integration of children with complex problems are provided in the establishment. These conditions correspond to the abilities of every concrete child. Extra-curricular activities are organized where the child forms correct relation to himself and to the people surrounding the child. The child is developing sensory functions and skills to labor activities. The positive feature of such activities is the following: the children with limited abilities during their stay at the establishment after specially organized process of upbringing and teaching become more communicative, keep contact not only with familiar

people but also with unfamiliar ones. We can observe the considerable improvement of psychological as well as physical development of children.

The great role in the correction work with this group of children is paid to the medical personnel work. The main success in the work is the close interaction of all specialists, complex approach. The family plays an important role in this process too. The parents must take an active part in the process of upbringing and development of a child.

The experience of children integration with vision defects in educational space gives positive results and requires further study, summarizing and wide application.

Literature

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Abstract

The article is devoted to the problem of integrated upbringing and teaching of pre-school children having vision defects. The conditions for social integration of children with complex problems are provided within the educational establishment. The experience of children integration with vision defects in educational space gives positive results.

Key words: vision defect, social consciousness, integrated upbringing, psychologist, defectologist, physical development.