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Parents Role in Adaptation of Children with Limited Health Abilities

For the last years one can see the raising interest to innovative approaches to education and upbringing of children with particular educational needs. At present the problem of development of inclusive education in Russia is in the centre of parents attention, pedagogical associations and the whole community. First of all it is connected with the fact, that we can see a weakly developed social adaptation of a „special” child in a real world – he (or she) is in isolation from a society as before.

We proceeded from the fact that the problem of social adaptation of children with limited health abilities to our institution conditions would be settled by combining the efforts both of parents and teachers where the main participants of the initial stage of the process child „inclusion” with special needs must be parents.

Basing on the research of E.T. Sokolova we carried out the research of children-parents relations and emphasized two types of parents’ objectives: emotional symbiosis and emotional rejection.

In the first case the parents direct all their efforts to create conditions for a child development not depending what kind of child he is. In the second case the difference between „ideal desired” and „real given” raise the feeling of loss, fault, unfair punishment. The image of an ideal child and ideal parents’ relations are breaking. The parents’ relations are misrepresenting. As a consequence appear problems which the parents cannot settle independently.

We supposed that correction of mental parents perception, rendering an initial psychological preventive assistance to a child, rehabilitation support to his family will prevent a negative influence of unfavorable psychosocial factors on a child.

For achieving effectiveness of correction-developing work with pupils of special groups the main task for us became the inclusion of parents into specialists work on the correction of defects and development of compensating functions of a child.

For solving that task we defined priority directions:

- 1) to raise the level of pedagogical parents competence and the rate of parents responsibility for correction-developing work and thus the activation of their role in creating optimal conditions for a child development;
- 2) to form adequate children-parents interrelations and styles of family upbringing;

3) to decrease emotional discomfort and to strengthen parents confidence in a child's abilities.

The formation of new children-parents relations is promoted by the work in parents groups at the training lessons the aim and tasks of which are:

- 1) Correction of children-parents relations;
- 2) Correction of relations to 'I';
- 3) Correction of relations to reality (to life).

The given lessons become the first steps to solving interpersonal conflicts in a family and overcoming deviating behavior. The parents begin to perceive failures and joys differently, they are taught to cooperate with the child and to create something together – for the time being playing, and later in practice. A small work experience allowed us to mark the reduction of conflicts in children-parents relations, development of positive reciprocal relations between children and parents. We can see that the means of interactions between parents and children obtaining spontaneously go naturally into real life.

In the conclusion we should like to mark once more that the family can achieve good results in upbringing if it understands the peculiarities of the child correctly and has adequate relations to his development. It may be done more often for a shorter time than through the forms of social influence.

Literature

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Abstract

The problem of social adaptation of children with limited health abilities to our instruction conditions would be settled by combining the efforts both of parents and teachers. The main participants of the initial stage would be parents. The core of a personality is forming in a family but the school, society are completing it. The personality core is forming in the family but the school, society are only completing it. Home, parents are the sources where the child's character starts and his personality is forming.

Key words: a child with limited health abilities, innovative approach, to combine efforts, symbiosis, compensating functions.