
Specifics of the Praxeological Component of the Social and Living Skills of Senior Preschool Children with Cerebral Palsy

Romenska Tamara

Social Rehabilitation (Abilitation) Service of "Mriia" Complex Rehabilitation Centre for Handicapped Children State Rehabilitation Institution, Mykolaiv, Ukraine

Email address:

tamara6966@ukr.net

To cite this article:

Romenska Tamara Specifics of the Praxeological Component of the Social and Living Skills of Senior Preschool Children with Cerebral Palsy. *Teacher Education and Curriculum Studies*. Vol. 7, No. 1, 2022, pp. 23-29. doi: 10.11648/j.tecs.20220701.15

Received: February 16, 2022; **Accepted:** March 12, 2022; **Published:** March 23, 2022

Abstract: Results of theoretical and experimental study of the praxeological component of the social and living skills of preschool children with cerebral palsy are represented. For the purpose of determination of the state of formation of the praxeological component of the social and living skills of preschool children with cerebral palsy (CP) a series of researches have been performed. Set 1 of researches according to experimental methodology of Individual Labor Assignments by G. Uruntaeva (Children were offered to do 18 individual labor assignments, which were classified according to types of labor); Set 2 of researches of Series 1 was carried out with help of diagnostic game tasks, wherein manipulation boards were used, special didactic aids. Experiment covered 128 children of preschool age. Preliminary examination and analysis of questions concerning formation of the social and living skills by preschool children with CP, data collection with methods of questionnaire survey and interview, analysis and generalization of data concerning number of children with different forms of CP enabled to engage 89 children with different forms of CP (with preserved intelligence) to experiment. Of them 46 children are 5-6 years old, 43 children are 6-7 years old with diagnosis "infantile cerebral palsy" (medium and light form of severity). As well summative experiment covered 39 children with typical development (20 children of 5-6 years and 19 children of 6-7 years). Criteria for engagement into experiment were lack of mental retardation, progressive degenerative and hereditary diseases, consequences of traumatic brain injuries and neuroinfections and cramps indications in anamnesis less than within 3 years. Statistical analysis to find links according to skills groups was made with use of Statistica v.6.1 application (Statsoft Inc., USA). All quantitative parameters were verified for distribution normality with application of Kolmogorov-Smirnov criterion. Influence of age factor on the state of development of orientation, instrumental, organizational-and-regulatory social and living skills was studied. In order to compare two independent quantitative data Student's t-test was applied. As well calculation and Pearson's r correlation coefficient were applied to determine the direct and inverse relation between the state of social-and-living skills formation and children's age; dynamics coefficient (K_d) was calculated to determinate the rate of change in levels of development according to age and deviation coefficient (T_{vd}) was calculated to to determine absolute value of the skills development level.

Keywords: Cerebral Palsy, Social and Living Skills, Preschool Children, Praxeological Component

1. Introduction

One of the key tasks of the preschool development period of children with cerebral palsy (hereinafter referred to as CP) is formation of social and living skills (hereinafter referred to as SLS). Scientific and methodological approaches for SLS formation by the mentioned category of children are only

developed in domestic educational space. Grounding and approbation of the diagnostic system, aimed at finding out specifics of the praxeological component of SLS of preschool children with CP, become more topical. Determined specifics of the SLS praxeological component shall become a referral point for the theoretical grounding and determination of innovation technology of formation of such skills group by

preschoolers with CP.

The abovementioned determines the purpose of the article, which consists of theoretical and experimental studying of the praxeological component specifics of the social and living skills of preschoolers with CP.

Social and living skills as integrative personal formation at preschool age should be considered within the frame of subject-and-practical and social competencies (Zaplatynska A., N. Klymon, A. Lavrentieva, O. Naumov, O. Chebotarova, A. Shevtsov etc.) [1-8].

At the theoretical phase of the research we generalize that formation of social and living skills by preschool children with CP within swift modernization changes should be based on the following scientific approaches: interdisciplinary, systematic, activity, subject and competence. According to competence approach ideas, formation of social and living skills should be considered in the dimension of individual's achievements in sphere of certain competence. It is considered that competence is a sphere of activity, which is significant for effective formation of social and living skills in general, within the frame whereof an individual has to show certain knowledge, abilities, behavior skills, capacities and other important personal qualities [9].

On the basis of the competence approach social and living skills are considered by us as an integrative personal formation, which is implemented through motivational and value, cognitive, praxeological (skills) and sociocultural components, which form a notion of "skill" altogether. Taking into account that a notion of skill is ambiguous, in our research the social and living skills are considered as automated skills, which consist of fast and exact performance of certain actions, related to sphere of society and living. Thus, in combination of motivation, value treatment, cognition, skills (orientation, instrumental, organizational-and-regulatory) and different types of adaptation (socio-environmental, sociocultural and intercultural) a macroclass of social and living skills is implemented (I. Omelchenko, T. Romenska) [10, 11].

The abovementioned determines the object of the Article, which is a theoretical and experimental study of the praxeological component specifics of the social and living skills of the preschoolers with CP.

2. Methodology

Experiment covered 128 preschool children. Preliminary study and analysis of the matter concerning formation of the social and living skills by preschool children with CP, collection of data with methods of questionnaire survey and interview, analysis and generalization of data concerning number of children with different forms of CP enabled to engage 89 children with different forms of CP (with preserved intelligence). Of them 46 children are 5-6 years old, 43 children are 6-7 years old with diagnosis "infantile cerebral palsy" (medium and light form of severity). As well summative experiment covered 39 children with typical development (20 children of 5-6 years and 19 children of 6-7

years). Criteria for engagement into experiment were lack of mental retardation, progressive degenerative and hereditary diseases, consequences of traumatic brain injuries and neuroinfections and cramps indications in anamnesis less than within 3 years.

For the purpose of finding out the state of formation of the praxeological component of the social and living skills (hereinafter referred to as the SLS) by preschool children with cerebral palsy (CP) series of researches have been performed.

Specifics of the praxeological component of the social and living skills of preschoolers with CP was studied with help of experimental methodology of Individual Labor Assignments by G. Uruntaeva, which enabled us to determine and compare the specifics of the social and living skills while performing different labor assignments with the contents of the assignment, analyze the attitude of the child towards the process of labor and evaluate its results, as well as find out the efficiency and quality of performance of the social and living actions depending on the age of the children and their abilities [12]. Children were offered to perform 18 individual labor assignments, which were classified according to the types of work:

Unit 1.1. *Self-service skills complex* (putting clothes on and taking it off, brushing own clothes, washing own handkerchiefs, washing up, washing hands, using towel on his/her own; removal of disorders in hairdo, clothes).

Unit 1.2. *Complex of household and living work skills for general benefit* (glueing a book, gathering toys in a game room and putting it into a box, washing toys, watering flowers and washing puppets' clothes).

Unit 1.3. *Outdoor work skills complex* (gathering leaves on the playground, watering bushes and flowers on the ground, taking care of pets — feeding guinea pig, aquarium fishes and washing fig leaves).

Unit 1.4. *Manual work skills complex* (decoration of the bag with patterns, decoration of the gift post card; preparing a present, broaching a part of the bag (with a special plastic needle).

Praxeological component of the social and living skills of preschool children with CP was studied with help of diagnostic game problem.

Unit No. 2.1. Manipulation Boards: Bathroom (skill to apply sanitaryware); Door and Window (skill to apply door and window furniture); Electrical Engineering (skill to apply electrical accessories); Clothes and Shoes (skills, which concern clothes use); Embroidery (skill to perform actions with holes and bands).

Unit No. 2.2. Didactic textbooks: Waistcoats (skill to do up buttons and unbutton); Skirts (skill to use hooks and snaps and unhook and unsnap them); Magic bags (skill to zip up and unzip); Pockets (skill to do up the snaps and unsnap them); Knee pants (skill to tighten and loose belts); Boxes with tapes (skill to tie up and untie taps); Pullovers (skill to tie up and untie bows); Towels (skill to lace up); Rugs (complex skills of clothes accessories application) [13].

Three-mark grading system was applied in order to study

the level of mastering the self-service skills complex, complex of household and living work skills, outdoor work skills complex and manual work skills complex, which were orientative, instrumental, organizational and regulatory in procedural aspect of realization.

1. *Orientative skills* were classified according to the 3-level grade scale according to the level of performance (high, medium and low) of the social and living action, which is characterized with the certain level of orientation in the process of performance of objective and practical actions and operations; appropriate and safe behavior rules; orientation in results criteria. Respectively: High level (H): 4 points (for correct performance of all 4 units of orientative skills); Medium level (M): 2-3 points (for correct performance of 2-3 units); Low level (L): 1 point (for correct performance of 1 unit).
2. *Instrumental skills* were classified according to the 3-grade scale of evaluation: according to the level of performance (high, medium and low) of the social and living action, which is characterized with the certain level of the object and practical action, skill to use the simple tools and materials masterly; skill to motion, motorial and manipulative activity; formation of locomotor neuromuscular coordination; skill to establish logical connections concerning application of different types of tools. Respectively: High level (H): 4

points (for correct performance of all 4 units of orientative skills); Medium level (M): 2-3 points (for correct performance of 2-3 units); Low level (L): 1 point (for correct performance of 1 unit).

3. *Organizational and regulatory skills* were classified according to the 3-grade scale of evaluation: according to the level of performance (high, medium and low) of the social and living action, which is characterized with the certain level of the object and practical action, namely: skill to distribute personal time in the course of didactic exercise performance; interest in result of high quality; skill to determine the purpose, evaluate his/her own work correctly; compliance with certain regulatory rules by the children. Respectively: High level (H): 4 points (for correct performance of all 4 units of orientative skills); Medium level (M): 2-3 points (for correct performance of 2-3 units); Low level (L): 1 point (for correct performance of 1 unit).

3. Results

This procedure lets us calculate the percentage of children among the general number of children, who received respective levels for them. State of formation of orientative (1), instrumental (2) and organizational-and-regulatory (3) skills by preschool children with CP and typical psychophysical development is shown in% in Table 1.

Table 1. State of formation of orientative (1), instrumental (2) and organizational-and-regulatory (3) skills by preschool children with CP and typical psychophysical development in%.

Skill No.	EG 1			EG 2			EG 3			EG 4		
	H	M	L	H	M	L	H	M	L	H	M	L
1	14.12	22.33	63.55	48.93	36.80	14.28	17.10	25.48	57.49	57.92	36.44	5.64
2	9.32	18.07	72.61	47.22	33.25	19.36	11.87	26.80	61.41	56.59	36.77	6.64
3	12.00	21.10	66.56	47.02	37.60	16.55	14.80	27.61	57.59	56.59	38.73	4.69

EG 1 – Experimental Group 1 – 6 years old preschoolers with CP

EG 2 – Experimental Group 2 – 6 years old preschoolers with typical psychophysical development

EG 3 – Experimental Group 3 – 7 years old preschoolers with CP

EG 4 – Experimental Group 4 – 7 years old preschoolers with typical psychophysical development.

In order to analyze results, shown by children with CP, it is necessary to single out values of the level of formation of orientative, instrumental and organizational-and-regulatory skills by children with typical psychophysical development, which might be considered as a standard of development. Received data show that the state of formation of the three groups of skills by 6 years old (y. o.) children with typical psychophysical development is on the same level and fluctuations of values do not exceed 3 units of measure; similar dynamics is recorded for 7 y.o. children with typical psychophysical development.

Among the preschool children with typical psychophysical development a significant dynamics of the state of formation of all 3 groups of skills was found, which grew up respectively from 46-48% to 56-58%. Upon comparison of these values with the values, received from children with CP, dramatic differences are traced. Respectively, the state of formation of orientative, instrumental and organizational-

and-regulatory skills fluctuates in a higher range and is within 9-14%, which shows much (3-4 times) lower development state, than for children with typical psychophysical development.

Experimental data let us state a very weak development dynamics of 3 groups of skills by children with CP. The State of formation of orientative, instrumental and organizational-and-regulatory skills by the children with CP grew by 2-3 units of measurement, which shows very low age changes among the mentioned group of preschool children. Found low dynamics is obviously related not with presence of current pathological process, but with occurrence of decompensating in connection with much more non-conformity between the moving abilities and requirements, given to a child with CP (O. Mastiukova, M. Pevzner, L. Peresleni, A. Shevtsov and others.) [14-18].

Data analysis lets us state that among 3 groups of skills the state of instrumental skills formation is the lowest in both

experimental groups of children with CP. First of all it is caused by the measures of motor activity development and restriction of moving function. Low level of instrumental skills of preschool children with CP is caused by the upper limbs muscle spasticity or dysfunction. The concept development level of children with CP concerning application of one or another instruments, tools, ways of performing activity influences the formation state of the mentioned skills group significantly, and in greater degree the above concerns those concepts, which disclose the internal borderline of the action, which is realized in external projection in set of such skills.

Development level of the orientative skills of the preschoolers with CP is higher comparing to other groups of skills (instrumental and organizational-and-regulative). As well, increase of the value is significant among 7 y.o. children with CP (from 14.12% to 17.10%). Better orientative skills development state among preschoolers with CP is caused first of all by preserved intellectual functions and confirms ability to social adaptation and studying by the mentioned group of children. In tasks for methodology No. 1 (Work for general benefit, outdoor work and manual work) a greater number of tasks was related to socially significant idea. In these assignments there was an element of responsibility for the assigned task, which is a motivational factor for a child with CP for performing the action.

Statistical analysis to find links according to skills groups was made with use of Statistica v.6.1 application (Statsoft Inc., USA). All quantitative parameters were verified for distribution normality with application of Kolmogorov-

Smirnov criterion. Influence of age factor on the state of development of orientation, instrumental, organizational-and-regulatory social and living skills was studied. In order to compare two independent quantitative data Student's t-test was applied. At the same time it was found that age factor of children with CP does not influence the level of instrumental skills development. Influence of the age factor could be traced only according to the state of orientative skills of the children with CP and with typical psychophysical development.

In Table 2 results of statistical analysis is shown according to different criteria: according to Student's t-test, which was applied to determine the significance of age for the state of formation of the praxeological component of children with CP and with typical psychophysical development; Pearson's r correlation coefficient was applied to determine the direct and inverse relation between the state of social-and-living skills formation and children's age; dynamics coefficient (K_d) was calculated to determinate the rate of change in levels of development according to age; deviation coefficient (T_{vd}) was calculated to determine absolute value of the development level of skills 1, 2, 3 of children with CP and with typical psychophysical development.

When considering results of the Pearson's r correlation coefficient (bonding force) it was found that significance of the age factor is on medium levels (according to orientative and instrumental skills groups), which confirms the trend additionally: age factor had no influence on the formation state of the praxeological component (according to orientative and instrumental skills groups) of the social and living skills of children with CP.

Table 2. Statistical analysis of the state of orientative (1), instrumental (2) and organizational-and-regulatory (3) skills formation by preschoolers with CP and with typical psychophysical development (according to different coefficients).

Skill No.	Student's t-test		Pearson's r correlation coefficient between the age groups		Dynamics coefficient K_d of skills development between the age groups		Deviation coefficient T_{vd} between skills development levels of children with CP and with typical psychophysical development	
	EG1 & EG3	EG2 & EG4	EG1 & EG3	EG2 & EG4	EG1 & EG3	EG2 & EG4	EG1 & EG2	EG3 & EG4
1	**2,15	**2,60	0,58***	0,66***	0,04*	0,26**	0,53***	0,60***
2	4,96	5,84	0,51***	0,65***	0,03*	0,25**	0,88***	0,89***
3	3,98	**2,01	0,94*	0,89*	0,03*	0,15*	0,93***	0,92***

If significance level = 62 EG1 & EG3 * $p \leq 0,001$ ** $p \leq 0,05$, *** $p \leq 0,01$ – 1,998, 2,655, 3.454 Program IBM SPSS Statistics 22 win32

*Dynamics is low if $0 \leq K_d \leq 0,25$; ** Dynamics is medium if $0,25 \leq K_d \leq 0,5$; *** Dynamics is sufficient if $0,5 \leq K_d \leq 0,75$; **** Dynamics is high if $0,75 \leq K_d \leq 1$ * r-correlations according to the scale of Chaddock * $0,9 \leq r \leq 1$ very high; ** $0,7 \leq r \leq 0,9$; high *** $0,5 \leq r \leq 0,7$ medium.

Development dynamics of the praxeological component of the social and living skills of 6 y.o. and 7 y.o. children with CP might be traced according to analysis of the values in skills development levels, which have significant differences, which are revealed in the fact that development of three groups of skills was minimal among children with CP. Among children with CP the K_d of skill development between age groups amounted to 0.04, and children with typical psychophysical development — 0.15-0.26. Mentioned values were collaterally confirmed by the deviation coefficient T_{vd} . between children with CP and children with typical psychophysical development in skills development levels. Deviation coefficient T_{vd} . certified that among children with CP there was traced a significant falling behind the values of the children with

typical psychophysical development according to instrumental and organizational-and-regulatory skills, because the gap in the skill development level between children with CP and children with typical psychophysical development grew up with the age.

In order to study the linear dependence of data according to orientative, instrumental and organizational-and-regulatory groups of skills among themselves (influence of one skill on others) Pearson's r correlation coefficient was determined, which fluctuated between 0.97 and 1. According to the Chaddock scale these values show very high bonding force between groups of orientative, instrumental and organizational-and-regulatory skills. Availability of such values certifies a significant influence of one skill on another,

and in its turn it reduces credibility of the data of the performed research. In connection therewith during experimental data analysis according to the state of the praxeological component formation another data collection and processing system was involved additionally, which based on clustering the groups according to types and actions, and activity evaluation was carried out according to additional parameters (speed of performance and quality of the child's activity final result).

Performance state of the social and living skills was additionally evaluated by the sum of points, received according to results of action performance (correct: 1 point, incorrect: 0 point); outer assistance (without assistance: 1 point, with assistance: 0 points); completeness of the received correct result (action performed completely: 1 point, incompletely: 0 points); task performance speed (deviation from the average speed of task performance by the children with CP or children with typical psychophysical development — less than 3 minutes: 1 point; more than 3 minutes: 0 points); at the same time the age of children and their physical abilities were taken into account. Sum of points was transformed into three point grading system of praxeological component formation:

High level: 4 points, Medium level: 3-2 points; Low level: 1-0 points. Results were summarized in statistical table. Number of children, who received respective levels, were represented in table in% according to the state of performed tasks. Quantitative analysis of the obtained results has shown main trends and development regularities of the praxeological component of the social and living skills of preschool children with CP (see Table 3).

Differences in formation state of the praxeological component of the social and living skills (according to 3 groups of skills) of children with CP might be analyzed according to level of both methodologies performance. A higher development level was recorded according to Methodology No. 1 than according to Methodology No. 2. We should mention, that similar situation was observed among children with typical psychophysical development, i.e. lower level of performed tasks is a typical trend, which is related to lower skillfulness of children in applying special instruments and tools (manipulation boards), which is caused by restriction of functional abilities of children with CP. The mentioned trend is confirmed by relatively equal deviation coefficient of results between children with CP and children with typical psychophysical development.

Table 3. Praxeological component formation state according to units of skills of preschool children with CP and with typical psychophysical development (in%).

Unit skills No.	EG1			EG2			EG3			EG4		
	H	M	L	H	M	L	H	M	L	H	M	L
1.1	17,39	27,39	55,22	59,00	30,00	11,00	20,93	30,23	48,84	70,00	30,00	0,00
1.2	21,74	26,09	52,17	62,50	31,25	6,25	25,58	31,63	42,79	75,00	25,00	0,00
1.3	18,48	22,28	59,24	62,50	31,25	6,25	22,67	25,58	51,74	71,25	28,75	0,00
1.4	16,85	32,61	50,54	37,50	58,75	3,75	20,35	36,63	43,02	47,50	48,75	3,75
Acc. to methodology No. 1	18,61	27,09	54,29	57,25	36,25	6,50	22,38	31,02	46,60	65,94	33,13	0,94
2.1	6,65	15,22	78,13	29,00	33,00	38,00	8,91	17,21	74,35	41,00	40,00	19,00
2.2	4,59	10,39	85,02	35,56	42,78	21,67	5,17	11,63	83,20	42,78	46,11	11,11
Acc. to methodology No. 2	5,12	12,80	82,08	32,28	37,89	29,83	6,54	14,42	79,28	41,89	43,06	15,06

According to both methodologies in the age groups the dynamics coefficient shows relative stability and low level development state of praxeological component of children with CP, which is a negative factor of their development and determined first of all by problems of upper limbs functions. However, according to the general data the found dynamics shows progress, which allows us to state possibility of positive development forecast in mastering the social and living skills, which gradually become a permanent skill.

Analysis of the research data, received according to particular assignments types (methodology of Individual Labor Assignments by G. Uruntaeva), allows to disclose specifics of praxeological component development among children with CP. Results, received according to tasks of Unit 1. 2 (Complex of household and living work skills for general benefit) are higher than for other tasks units. Complex of household and living work skills is higher in both age groups comparing to Unit No. 1.1 (Self-service skills). According to logic of significance and reasons for acquiring skills by child with CP the first place should be taken by the self-service skills, however, the obtained results of research shown that they are on the second place for

children with CP according to the formation level. As well, such untypical trend is traced among children with typical psychophysical development. Stated specifics of praxeological component according to the complex of household and living work skills for general benefit consists in the fact that research was made in presence of other children. And group factor influenced the results of research, i.e. a child with CP mobilized available resources for formation of positive evaluation and opinion about him/herself by the others. Role of the group factor was also noticeable among the children with typical psychophysical development, but at the background of much higher level of skills formation it was smooth.

At complex evaluation of the performed assignments for tasks Unit No. 1.4 (Manual work skills complex) as opposed to tasks Unit No. 1.1 (Self-service skills complex) and tasks Unit No. 1.3 (Outdoor work skills complex), the found results of the state of the skills formation by children with CP fluctuated within a narrow range at the level of 15-19%. At the same time fluctuations of values in tasks of Unit No. 1.4 make 0 - 36% and fluctuations of values in tasks of Unit No. 1.2 made 8 - 34%, because age dynamics has a stable single-

level trend. Similar picture is characteristic for manual work skills, because such operations provide performance of actions while sitting at the table.

Minimal values were found for skills of Unit No. 2.1 (Tasks with application of Manipulation Boards). Skills of children with CP, related to door and window furniture, electrical accessories and sanitaryware have advantage in relations to skills of Unit No. 2.2 (doing up, unbuttoning, making knots, applying snaps etc.), which are within minimal values as well. Mentioned trends are traced among children with typical psychophysical development. Recorded specifics might be explained by the fact that a child with CP engages the same group of muscles for performance of assignments in Units 2.1 and 2.2, and motility level, which determines the task performance efficiency, does not change. But results, received for skills of Unit No. 2.1, are higher according to all values, including age factor. Such an untypical trend of change of the praxeological component formation level might be explained in the following way. Tasks in Unit No. 2.2 included elements, which child encounter in everyday situations; mentioned tasks had no novelty factor, which provoked no expression of emotions. And on the contrary, tasks with manipulation boards caused children's vivid interest, which was supported by cognitive activity, aimed at acquiring new skills. Found picture might be explained by the fact that manipulation boards elements of furniture and accessories were developed taking into account ergonomics requirements.

All assignments have been analysed for the lowest level of complexity for children with CP. Tasks 1.1.3 (washing handkerchiefs), 1.2.5 (washing puppets' clothes) and 1.2.3 (washing toys) had the highest values (36.95%, 34.78% and 32.60% respectively) among 6 y.o. and 7 y.o. children with CP. Such fact is not typical for the general picture of skills of children with CP. At the same time the mentioned skills are not singled out among the general skills among children with typical psychophysical development. Success of task 1.2.3 (washing toys) performance might be explained by presence of water in the assignment, where a child considers the task as a game. When performing tasks, related to water use, a child with CP has tactile stimulation at the background of emotional uplift and under the influence of natural factor. Increased muscle tonus decreases under the influence of water, which significantly influences tasks performance. Children with changeable tonus and spontaneous movements (hyperkinetic form of cerebral palsy) also have stimulation with factor of water. Additionally, water tank serves as respective space restraint for hand actions, which helps to maintain stable position of the shoulder girdle and along with other provides possibility to a child to perform task.

4. Conclusion

Specifics of praxeological component of the social and living skills of 6 y.o. and 7 y.o. children with CP is a fact that it has much lower formation level, than among children with

typical psychophysical development, and the gap increases with age. The mentioned stable trend is based of difficulties in realization of movements, which are caused by the increase of the tonus, muscle weakness and hyper-kinesis. Described malfunctions form movement inactivity of children, which is characteristic for majority of children, engaged in the experiment. Reasons of the found trend are falling behind in communicative skills, everyday activity, mobility (including social one) and the last thing — ability to walk. Difficulty of independent moving development put a child with CP into complete dependency of the closes surrounding, and movement malfunctions restrict his/her object and practical activity. At the same time lack of unity of visual, movement and tactical images complicates mastering of the social and living skills on orientative, instrumental and organizational-and-regulatory stages of realization, which respectively provokes maladjustment and prevents from formation of fully fledged automated social and living skill.

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