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PEDAGOGICAL TECHNOLOGY OF FORMATION OF SOCIAL AND LIVING SKILLS BY SENIOR PRESCHOOL CHILDREN WITH CEREBRAL PALSY

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The developed technology of formation of social and living skills by preschool children with cerebral palsy, the structure whereof covers the following components: theoretical, procedural and technological, has been grounded theoretically and represented. Each of the mentioned components has been described: theoretical (scientific approaches and principles; objective, tasks and conditions: organizational-and-methodological and psychological-and-pedagogical); procedural (stages of social and living skills formation: motivational and adaptive, basic, operational-and-technical and integrative). There have been determined theoretical and methodological provisions, whereon the procedural component formation technology is based on; it has been explained what technological component includes.

Systematic construction of complex correctional rehabilitation environment in Social Rehabilitation Centres requires not only significant material forces from the staff, but deep and versatile understanding of

modern phenomena and trends in modern world area of correctional developing and rehabilitation technologies for children with disturbance of psychophysical development [2]. The developed pedagogical technology of formation of social and living skills by senior preschool children with cerebral palsy has been approbated in domestic network of centres and institutions for medical and social rehabilitation of handicapped children.

Results of the ascertaining stage of research have certified that mastering social and living skills is complicated due to multiple disturbances of development of children with cerebral palsy, and thus theoretical grounding of phased formation of social and living skills acquires necessity. It has been found that formation of social and living skills components by preschool children with cerebral palsy has its own specifics and occurs with delay, because it is an obstacle on the way of social adaptation – ability to living, moral and social survival both in existing and new unforeseen circumstances, readiness to choose adequate ways of life activity, keeping his / her active position at the same time [3]. Pedagogical technology of social and living skills formation has to become a basis for acquiring personal independence, which is formed first of all through mastering the mentioned group of skills for the purpose of acquiring maximum level of functionality and independence by the children in all aspects of life.

Above-mentioned made us determine the ways of correctional development work for formation of social and living skills components (motivational and value, cognitive, praxeological and sociocultural components) by senior preschool children with cerebral palsy. In the course of development of formation technology the studied specifics and potential capabilities of social and living skills components development by the children of the determined category have been taken into consideration by us.

Determination of psychological and pedagogical conditions, development of the social and living skills components formation technology during specially organized lessons in social and living skills formation and verification of effectiveness thereof were the main objectives of the forming experiment. Principal task of our research was search of pedagogical methods and ways, adequate for the abilities of pre-schoolers with cerebral palsy, which lead to compensation or partial overcoming of retardation in mastering of social and living skills by the children of senior preschool age.

When developing formation technology we relied on theoretical provisions of domestic and foreign researchers concerning specifics of social and living skills formation under conditions of typical development (A. Honcharenko, S. Kulachivska, V. Kuzmenko, S. Ladyvir, Z. Plokhii, H. Raratiuk, O. Kononko, T. Ponimanska, Turobi Milani Faride Abbas, Tulu Karini, H. Uruntaieva, Shula Kabuli) and upon most typical specifics of

social and living skills of preschool children with cerebral palsy, found during ascertaining stage of the experiment. As well we have taken into consideration the potential possibilities of development of the mentioned components of the social and living skill by this category of children [1, page 148].

On the basis of results of the ascertaining experiment, relying on developments concerning this problem (A. Boiko, T. Lutsenko, N. Voitsel, L. Vozniuk, A. Zaplatynska, N. Kuksa, M. Yefymenko, N. Klymon, M. Krul, O. Naumov, Nancy M. Johnson-Martin, Susan M. Attermeier, Kenneth G. Jens, I. Mamaichuk, I. Omelchenko, M. Rodnenok, O. Romanenko, L. Saienko, K. Semenova, O. Chebotarova, A. Shevtsov, L. Khan-seruk, A. Fink, L. Shypitsyna and others) pedagogical technology of social and living skills formation has been theoretically grounded, developed and tested practically. Experimental methodology of social and living skills formation was planned for senior preschool children (6 and 7 years), who attend centres of social rehabilitation or special groups in preschools of combined or compensatory types [1, page 149].

Technology of social and living skills formation by preschool children with cerebral palsy has been theoretically grounded and developed, the structure thereof covered the following components: theoretical, procedural and technological.

Theoretic component included scientific approaches (multidisciplinary, competence, activity, systems, subjectival and technological), principles (of professional competence, moral responsibility, providing help, cooperation and independence, creativity and invariance, complying with ethics, pedagogical optimism, cultural correspondence and activity), object, tasks and conditions (organizational-and-methodological and psychological-and-pedagogical).

Procedural component includes 4 stages of social and living skills formation. Motivational and adaptive stage provided child's adaptation to new conditions of development and was aimed at inclusion of children into social environment and adaptation to new conditions by ways of conducting individual and group correctional lessons, rehabilitation and educational adaptive measures, forming motivational-and-value and cognitive components of social and living skills. Basic stage included introduction of methods and ways for transfer of a child with cerebral palsy from dysfunction to orthofunction, formation of basic social and living skills. Operational-and-technical stage provided development of techniques, elements and forms of rational activity, «grammar of action» in the procedure of working out the most general standards of maximum suitability of actions in sphere of social and living skills. Integrative stage provided improvement of skills,

formed in the course of operational-and-technical stage. Formation of praxeological component of social and living skills, such as, stage of instrumental, referential and organizational regulatory skills development took place with application of manipulation boards; besides, parallel development of motivational and value, cognitive and sociocultural components of social and living skills was realised.

Technology or procedural component formation based on theoretical and methodological provisions about: stage-by-stage formation of mental acts of mastering knowledge from the outer materialized action to loud pronouncing without relying on objects and gradual transfer of actions into inner plan; direct proportion of correlation of the hand function skillfulness degree and success in reaching orthofunction in all spheres of vigorous activity (Hand School program); system of step-by-step teaching; sensitive dynamics of social and living skills, which is a determinant sign of senior preschool age; certain fundamental structure of taxonomy, the core whereof is taxon of living, as well as taxon of social skills, which make a unit interacting, interdeterminating and complementing each other.

Technological unit included methodological provision, namely block-subject planning of lessons for preschool children with cerebral palsy, aimed at social and living skills formation, common class of social skills, and macroclass of social and living skills via targeted and phased formation of social and living skills components (motivational and value, cognitive, praxeological and sociocultural components) with possibility of transferring emphases to one of them, which required most attention [1].

Results of the performed theoretical and experimental research make it possible to make scientific conclusion: experimental pedagogical technology of social and living skills formation, which relies on results of performance of ascertaining stage of research and created for senior preschool children, attending centres of social rehabilitation or special groups in preschools of combined or compensatory types, has been theoretically grounded, developed and tested. The basis of stage-by-stage implementation of social and living skills formation technology is an algorithm, which provides the following rehabilitation measures: adaptation (active involvement) of a child and his / her inclusion into rehabilitation process (motivational-and-value component development); transfer of a child with cerebral palsy from dysfunction to orthofunction, basic social and living skills formation; development of techniques, elements and forms of rational activity; social and living skills improvement.

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