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Research Article

CHILDREN WITH COMPLEX DEVELOPMENTAL DISABILITIES (CHILDREN WITH SENSORY AND MENTAL DISABILITIES)

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ABSTRACT

This article describes the scientific research work carried out to improve the educational system and content of children with complex defects, regulatory documents, a brief analysis of the educational opportunities of children with complex defects. Also, such issues as the specifics of children's educational technologies, legal foundations, goals and objectives, needs and principles of which scientists of foreign countries need special education are covered.

KEYWORDS

Sensor, "need for special education", inclusive education, technology of inclusive education, curriculum, tool, method.

INTRODUCTION

Children with sensory disorders: causes, types of sensory disorders, mental characteristics of children with these disorders; characteristics of communication and upbringing of children with emotional disorders.

The sensory system is the part of the nervous system responsible for perception: visual, auditory and tactile.

Much attention is paid to the emotional development of children, because it allows children to be taught to perceive objects adequately, to emphasize the main signs and characteristics. Emotional development is the development of intuition and perception.

THE MAIN RESULTS AND FINDINGS



Emotional disorder in children is a disorder associated with a disorder in the part of the child's nervous system responsible for perception. Sensory disorders include hearing, vision, and musculoskeletal disorders.

The causes of sensory disorders can be various injuries (for example, head or back), infectious and viral diseases, illness of both the child and the mother during pregnancy, sexually transmitted diseases of parents, pathological conditions of pregnancy and childbirth. . Very often, sensory disorders are observed in babies born prematurely.

Sensory disorders are characterized by the following: the child's lack of reaction to sound, light, speech disorder, inability to perform voluntary actions. Children suffering from sensory disorders often try to attract attention through movements, they pay attention to the movements of the interlocutor's lips during a conversation, their speech is difficult, some sounds are pronounced incorrectly. If the central nervous system disorder is serious, then the child cannot move without help (with cerebral palsy, paralysis and paresis).

What diseases are emotional disturbances in children? Cerebral palsy, paralysis, blindness, deafness, paresis, consequences of poliomyelitis, disorders of the central nervous system, mental retardation.

The child learns the whole world around with the help of senses. A sensor (lat. "sensus" - to feel, feel) system: hearing, seeing, touching, smelling) is a sensor of perception of the surrounding world. It is a system that reads information from the outside based on early formed sensory standards. Perception is formed based on the synthesis of various senses: hearing, sight, tactile, kinesthetic, smell, etc. Children's knowledge of the surrounding reality begins with the analysis of information received in the process of visual

observation, sounds, smells, and various senses. tastes, etc. Sensory development is the development of sensations and perceptions, imaginations about objects, objects and events of the surrounding world. The information obtained from them is analyzed in the relevant parts of the brain and gives a complete picture.

Well-known researchers such as I. M. Sechenov (1952), P. F. Lesgaft (1956), L. S. Vygotsky (1983), I. A. Sokolyansky (1989), N. A. Bernstein (1990) paid great attention to the emotional development of children with various developmental disabilities.), N. P. Wiseman (1997), W. Kisling (2010) and others. They all agree that sensory interaction is necessary for the act of speaking and playing, which is the basis for the more complex integration that comes with reading, writing, and reading. appropriate behavior. For development and normal functioning, the brain constantly needs sensory information.

Among children with disabilities, children with various severe hearing impairments are an important category.

The acquisition of speech, one of the central, most important mental functions, depends to some extent on hearing.

A child with severe hearing impairment cannot learn to speak on his own, because he does not clearly perceive sound speech, does not hear sound patterns. Hearing is of particular importance for the formation of the pronunciation aspect of speech. A hearing-impaired child cannot control his pronunciation. Accordingly, his speech will suffer greatly. All these factors have a negative impact on the process of acquiring the entire complex system of the language and therefore limit the opportunities to learn and understand the world around. Speech is based on the development of other

cognitive processes, so its absence or underdevelopment disrupts mental activity.

Speech regulates the child's behavior and all activities. Therefore, raising speech-impaired children poses certain difficulties.

Such disorders can be congenital or acquired. Congenital hearing loss (about 25% of hearing impaired children) is much less common than acquired hearing loss. Incorrect intrauterine development of the auditory organ may be due to the influence of heredity. Thus, developmental disorders of the middle and outer ear in the form of complete or partial aplasia (underdevelopment) of the inner ear, absence of the tympanic cavity and fusion of the external auditory canal (atresia) are inherited. It can. Heredity can explain the congenital defect of the auditory organ, which determines the susceptibility to severe hearing impairment caused by relatively weak harmful effects.

Socio-cultural adaptation of hearing impaired children is often (40%) complicated by emotional and behavioral disorders, which are secondary to emotional and social deprivation and insufficient conditions for raising a child both in the family and in a children's institution. occurs. . Such children are often closed, prefer to communicate with their own kind, and react painfully to situations in which their defects are revealed. Their speech is characterized by quantitative deficiency and qualitative uniqueness. Violation of the sound-letter composition of words is often noted: the child does not catch some sounds, perceives others incorrectly, clearly hears only the stressed parts of the word, prefixes and word endings are clearly heard by ear cannot distinguish. Thus, the child hears the word in a distorted way, remembers it in a distorted way, and pronounces and writes it in a distorted way. All this requires the very early start of surdological educational work.

The brain gets most of its impressions of the outside world through vision. It is crucial in forming ideas about things and events in real life. With the help of vision, important signs of various objects (light, color, size) are studied, orientation in space is realized, visual and architectural art is perceived, and complex changes in nature are observed.

The role of the visual analyzer in the child's mental development is great and unique. Disruption of his activity causes the child serious difficulties in perceiving the surrounding reality, narrows social relations, limits his direction, ability to engage in many types of activities.

Congenital disorders of the visual analyzer can occur during embryonic development as a result of exposure to various pathogenic agents (toxoplasmosis and other infections, inflammatory processes, metabolic diseases, etc.) or genetic factors (hereditary transmission of some visual defects).

The time factor for the appearance of a visual defect is very important for the mental and physical development of a blind child. The earlier the blindness appears, the more noticeable are the deviations, psychophysical characteristics, and specific characteristics of development. Depending on the time of the onset of the visual analyzer function, there is a difference between the blind and the blind, that is, those who lost their vision after birth.

The mental development of blind children has the same laws as the development of sighted children, but serious primary visual impairment is manifested in various secondary deviations and characteristics of children's mental development.

In children born blind, the development of higher forms of cognitive processes (attention, logical

thinking and speech, memory) continues practically normally. At the same time, the violation of the interaction of sensitive and intellectual functions is manifested in a certain specificity of their mental activity. It is very difficult to form the correct correlation between verbal (abstract) knowledge and concrete ideas accumulated in blind children. They learn abstract concepts more easily than concrete words.

In some cases, the uniqueness of character and behavior is manifested in uncertainty, passivity, inclination and self-isolation, and in others, anger, irritability and even aggression.

Such children often try to "hide" or deny the defect if others find out about it. They feel limited, unnatural and uncomfortable. They hesitate to ask for help. They are weak and sensitive to criticism. Obsessive actions can be observed with visual impairment. Children press on their eyes to feel light, splash, make stereotypical sounds.

The sense of touch also gives the blind the information they need. Thus, the quality of the road surface (concrete, asphalt, soil), sidewalks, house walls, shop windows, telephone booths, street kiosks, etc. help the blind to navigate in the complex environment of the city street. will give. L. S. Vygotsky pointed out that blind people have something called the sixth sense (thermal), which allows them to perceive objects at a distance.

The formation of investigative skills is solved in didactic games: "Guess by touch", "Name as many features of the subject as possible", "Remove unnecessary details", "What is right, what is wrong", "What's up, what?" won't happen", "Guess who came", "Who called?", "Find a way to explore", "Find the taste", "What's the smell?"

To teach serialization, classification, differentiation, mosaics, pyramids of different sizes, lotto, dominoes, divided pictures, puzzles are used.

To form images of the objective world, games are used that practice systematization of knowledge about the appearance of the object and its functional purpose. At the same time, in the process of getting to know an object or an object, if possible, all sensory directions are included. When using the didactic game "Mother and children", children's thoughts about the appearance of an adult animal and the appearance of their children will be clarified. And then a specific diet, habitat and interaction with humans are determined.

Various models of animals, birds, pictures with their images create ideas in children about similarities and differences in their appearance and lifestyle.

Didactic game "Animal Farm" allows children to focus on hearing, sight, touch and smell. To do this, you can take recordings of real sounds (cows bleating, horses neighing, roosters crowing, etc.).

To form ecological knowledge, constructors are used that allow children to reproduce paddocks, pastures for animals. Children can be taught to distinguish animal waste by touch (soft wool, fine fluff, warm coat, etc.). children can be offered to identify meat and dairy products by smell, to determine their quality by smell and taste.

CONCLUSION

Sensory disorders deprive the child of the most important sources of information, which causes him to lag behind not only mentally, but also physically. The severity of the delay largely depends on the severity of emotional disturbances and the time of their appearance, as well as the early initiation of special correction and rehabilitation work.

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