

DEVELOPMENT OF THE MOTOR SPHERE OF CHILDREN WITH INTELLECTUAL DISABILITIES WITH THE PARTICIPATION OF FAMILIES

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The article identifies the peculiarities of the development of the motor sphere of children with intellectual disabilities with the participation of the family. It is emphasized that in a family where there is understanding, good traditions, a conscious attitude to the child's health, parents themselves create conditions for its development. These are family and household forms of recreation: morning gymnastics exercises combined with hardening and home swimming, active and sedentary games, corrective and developmental games at the home stadium, and outdoor walks at any time of the year. Among the proposed forms of work, the central place is occupied by practical classes for children together with their parents. Joint parent-child activities are organized in such a way that parents can see not only their own children, but also 'other people's' children. Such a shift in attention radically changes the psychology of parents. They begin to understand, compare, participate, and help other children. At the same time, a new collective mindset is formed, based on a common goal, mutual understanding, establishing contacts between children, parents, families, sharing experiences, and getting to know each other. Informal relationships, joint physical exercises, role-playing games, fairy tale games, composition games, and the process of learning movements require active participation, imagination, and creativity. Anticipation of the results of this process creates a positive emotional shift, interest, and confidence in the usefulness of this activity for both yourself and your children. An important aspect of cooperation with families raising children with intellectual disabilities is the creation of public associations of parents of such children. Thus, gradually mastering more and more movements, parents independently come to the realization that motor activity expands the child's capabilities, enriches him/her with motor skills, games that can be played at home and on the street with other family members and other children.

Key words: development, motor sphere; children with intellectual disabilities; health, socialization, family.

Колишкін Олександр. Розвиток рухової сфери дітей з інтелектуальними порушеннями за участю родин

У статті визначені особливості розвитку рухової сфери дітей з інтелектуальними порушеннями за участю родини. Наголошується на тому, що в родині, де є розуміння, гарні традиції, усвідомлене відношення до здоров'я дитини, батьки самі створюють умови для її розвитку. Це сімейні й побутові форми рекреації: вправи ранкової гімнастики в комбінації з загартуванням та домашнім плаванням, рухливі й малорухливі ігри, корекційні та розвиваючі ігри в умовах домашнього стадіону, прогулянки на свіжому повітрі в будь-який час року. Із запропонованих форм роботи центральне місце займають практичні заняття дітей разом з батьками. Спільні заняття батьків і дітей організують таким чином, щоб у полі зору батьків були не тільки свої діти, але й «чужі». Таке перемикання уваги кардинально змінює психологію батьків. Вони починають розуміти, порівнювати, брати участь, допомагати іншим дітям. При цьому формується нове колективне мислення, засноване на загальній меті, взаєморозумінні, встановленні контактів між дітьми, батьками, родинами, обмін досвідом, знайомство батьків і дітей між собою. Неформальні відносини, спільні фізичні вправи, сюжетно-рольові ігри, ігри-казки, ігри-композиції, сам процес розучування рухів вимагають активної участі, фантазії, творчості. Передбачення результатів цього процесу створює позитивне емоційне зрушення, зацікавленість, впевненість у корисності цієї діяльності як для себе, так і для дітей. Важливим аспектом співпраці із сім'ями, які виховують дітей з інтелектуальними порушеннями, є створення громадських об'єднань батьків таких дітей. Таким чином, поступово засвоюючи все нові й нові рухи, батьки самостійно приходять до усвідомлення того, що рухова активність розширює можливості дитини, збагачує її руховими уміннями, іграми, у які можна грати вдома й на вулиці з іншими членами родини, іншими дітьми.

Ключові слова: розвиток, рухова сфера; діти з інтелектуальними порушеннями; здоров'я, соціалізація, родина.

Introduction. The need for active study of the family raising a child with special needs is primarily due to the fact that the family is considered to be the main stabilizing factor in the child's adaptation. It is from his or her own family that a child brings into adulthood the first ideas about moral and human values, norms of behavior, and the nature of relationships between people. In the family, children not only imitate their relatives, but also focus on their social and moral attitudes. Therefore, the psychological maturity of parents, their ideals, and experience of social

communication are often crucial for the development of a child.

One of the main conditions for a child's socialization is his or her health and the development of all life support systems. At an early age, the family can influence a child's physical activity in many ways – either to promote or hinder it. Hindering factors often include overprotection, fear of injury, illness, overwork, and a lack of understanding of the role of movement in a child's life. Therefore, teacher education is an indirect

training of personnel in early childhood rehabilitation [2; 10].

In a family where there is understanding, good traditions, and a conscious attitude to the child's health, parents themselves create conditions for the child's development. These are family and household forms of recreation: morning gymnastics exercises in combination with hardening and home swimming, active and sedentary games, corrective and developmental games in the home stadium, outdoor walks at any time of the year, cycling, skiing, etc.

The main thing for children with intellectual disabilities is to master self-care skills as much as possible, learn to navigate the world around them and live independently as much as possible. Therefore, parents, teachers and other professionals need to choose the most optimal conditions and forms of education, upbringing and physical development that ensure the normal life of such children in society.

Everyone should have the opportunity to acquire the necessary knowledge, develop skills and abilities while studying at school or at home. This applies to all children, including children with intellectual disabilities. The goal of education is to help a child assert himself or herself and integrate socially as far as his or her capabilities, limited by the structure of the defect, allow.

Materials and methods. The purpose of teaching and upbringing a child with intellectual disabilities is the comprehensive development of his/her personality, which is not to correct individual functions, but to provide a holistic approach to the child's personality. The essence of the personality-oriented approach is to raise to a higher level all the potential capabilities of the child: mental, physical, intellectual, that is, those capabilities that will ensure his/her independent life in the future. This function of raising a child is performed primarily by the family, parents, who are sometimes unable to provide a decent upbringing and need additional assistance.

The purpose of the article is to determine the peculiarities of the development of the motor sphere of children with intellectual disabilities with the participation of the family.

The following methods were used to achieve the aim of the study: general scientific – analysis of psychological, pedagogical and methodological literature on the research problem, synthesis, abstraction, comparison and generalization of theoretical and practical material; specific scientific – system-structural and system-functional analysis, systematization.

Children with intellectual disabilities are a complex and diverse group. Intellectual disabilities have different effects on the formation of children's social relationships. However, regardless of the nature of the pathology, parents should have a clear understanding of the causes of deviations from normal development and the likely consequences for a properly organized upbringing of their child.

The birth of a child with intellectual disabilities affects different parents in different ways, but in most cases it manifests itself as a severe psychological stress, which can result in mental dysfunction as a result of the shock

experienced. There are several patterns of parental response to the appearance of a child with a particular disability [6; 8].

– acceptance of the child and his/her defect – parents accept the defect, adequately assess it and show true devotion to the child;

– denial reaction – denial that the child has a defect;

– reaction of excessive protection, guardianship – parents are filled with a sense of pity and compassion, which is manifested in an overly caring and protective type of upbringing of the child;

– covert rejection, rejection of the child – the defect is considered a disgrace; negative attitude and disgust towards the child is hidden behind overly careful, preventive upbringing;

– open rejection, rejection of the child – the child is accepted with disgust and the parents are fully aware of their hostile feelings.

These reactions are unconstructive and can only become an obstacle to the adaptation of the child and his or her parents. The most correct approach is to work together with specialists to find rational ways of social adaptation of children, to take care of their future, upbringing, education, and employment, which would correspond to the real capabilities of the young person.

The appearance of a child with intellectual disabilities in the family puts parents in front of the fact of expanding social contacts with various institutions, organizations and services. Aware of their responsibility to the child, parents should act without wasting time and be proactive in order to create the necessary conditions for the full development and upbringing of the child. Such activity is useful because it will allow parents to more easily cope with the depression caused by the birth of a child with a developmental disability, and will also give a positive impetus to the child's timely treatment, upbringing and development.

Many parents can help their children if they start using the system of correctional education as early as possible, from the first months of a child's life, as the first 2-3 years of life are critical in their development, the stage of formation of 'functional ensembles' of neuropsychological activity [1; 7].

It is important to teach parents methods and techniques that they can use in the process of raising their child [10]:

1. The method of modelling different household situations. By modelling different situations and offering the child a specific solution, parents help to avoid situations of uncertainty that cause anxiety and sometimes aggression in a 'special' child.

2. The game method. The game is the most important independent activity of the child and is of great importance for his/her physical and mental development, formation of personality.

3. Change of environment (trips to nature, walks in the forest, etc.).

4. The method of creative tasks available to the child.

5. A method of close cooperation between professionals and families.

6. Theatre. Many important moments of rehabilitation are concentrated in it, where the child acquires knowledge through activity. A performance created by parents has a special energy.

By working in this way, parents themselves begin to understand their child better and look for creative solutions to emerging problems. Psychological assistance to parents should be about breaking down the unnecessary wall on which the wounded psyche of the parents has engraved the words: 'My child is not like everyone else, he is worse'. This bitterness and disappointment will disappear when the child's first successes appear.

The efforts of teachers to involve parents of children with intellectual disabilities in correctional and educational work will contribute to the learning and development of children, prevent discrimination on the basis of a particular individual characteristic of the child or his or her family, and will not morally oppress either the child or his or her parents. The success of this process depends to a large extent on the understanding of the ultimate goal, the joint efforts of practitioners, scientists, and the entire pedagogical community [3].

In correctional work with parents, professionals should use modern forms and methods of work, taking into account individual characteristics of parents, types of families, interpersonal relationships and parenting styles. The work of professionals and parents who have a child with intellectual disabilities should be regular and long-term. Therefore, specialists should provide parents with theoretical knowledge at various lectures, seminars, classes, trainings and workshops and teach them techniques and methods of working with this child.

One of the main problems that needs to be addressed is the problem of providing conditions and measures for a long-term, coordinated, full-fledged educational and correctional process for children with intellectual disabilities, creating a material and technical, methodological and didactic base for education, training and education of correctional teachers to work with families with such children.

An important aspect of cooperation with families raising children with intellectual disabilities is the creation of public associations of parents of such children. One of the most effective ways to help a family raising a child with disabilities is a 'parent club' [9].

In the process of implementing the educational and psychotherapeutic aspects of the work, modelling, forecasting, interviewing, testing, methods of psychological and pedagogical influence with an emphasis on modern creative methodology (fairy tale therapy, art therapy, game therapy, sand therapy, music therapy, film therapy, relaxation workshop, etc.) Methods of generalization and systematization of the experience gained are used to summarize and systematize the results obtained (publication in the press, development of recommendations, creation of videos, dissemination of information on the Internet). Thus, work with parents of children with intellectual disabilities has a wide range of problems that are solved comprehensively using theoretical, diagnostic and experimental methods.

The model of the parents' club activity can include work in the following areas: educational (creating a common language between professionals and parents, changing attitudes towards the child and themselves); psychotherapeutic (using modern methods of psychotherapy and psychological counselling: relaxation workshop, fairy tale therapy, art therapy, danstherapy, form plasticity, etc.); social and training (various social situations are modelled and new forms of social behavior are constructed); legal (parents study laws, conventions, regulations); integration (social self-realization of parents, change of attitude to them in society) [4].

Classes at the club are held once a week and help parents get to know their child better, support their intuitive knowledge of their child with scientific information, knowledge of correctional pedagogy and special psychology, and resolve difficult situations. During the classes, parents unite, find like-minded people, show their creativity, which inspires confidence in their abilities and helps them not to be confined to a narrow circle of their own problems, but to reach a different level of communication and solve problems collectively.

One of the main features of a teacher's professional activity in working with families raising children with special needs is working with parents, who need rehabilitation, habilitation, and adaptation to their life situation no less than their children, but they need to be prepared for this by creating special programmes, because it is the parents, especially in the early stages of a child's development, who determine their health, physical and mental fitness, socialization, and integration into society.

The family has a decisive influence on the integration of children into society, and therefore its role is enormous. Only by solving the problems of parents can we ensure the full socialization of their children. The effectiveness of rehabilitation of a child with developmental disabilities depends on the degree of integration into society of the whole family. At the same time, parents need to believe in themselves, their abilities, their child, and not to focus on their problems, but to solve them together.

The Special Olympic Committee, the Federation of Physical Culture and Sports for the Disabled, and the Association of Parents of Disabled Children are creating comprehensive health programmes that include family holidays in summer and winter health camps. These organizations educate not only children but also their parents. Together, they use their imagination to create comfortable, useful and interesting leisure time for children. Sports, outdoor activities, theatrical games, swimming, and hiking encourage children to act, experience new sensations, and make contacts with other people. Experience shows that in the process of such activities, nervous stress, self-distrust complexes are relieved, and illnesses are forgotten [4; 9].

The most unfavorable conditions are faced by families where a child is forced to receive education at home due to a severe pathology. These are the so-called 'home-schooled' children who need physical activity more than anyone else, and parents, as a rule, have no knowledge or even idea that their child needs it.

The peculiarity of home schooling is that teachers of general education subjects come to the student's home and give lessons personally. Unfortunately, not all subjects are included in the curriculum for such children. For example, there are no labor, drawing, music or physical education lessons. The majority of home-schooled children with low levels of physical development, postural, macro- and micromotor disorders are capable of independent movement, which means that it is possible to organize physical education classes with them using all available forms, where the activity and desire of parents is of paramount importance.

Researchers who have dealt with the issues of training parents of children with intellectual disabilities offer the following forms [5; 7]:

- lectures (allow to present a large amount of information and are very effective at the beginning of work);

- conversations. Individual or group conversations can be held on the initiative of a specialist and are devoted to expanding the topics of the lecture course. During these conversations, parents are given recommendations on homework, revision of the material studied, and the purpose of certain games;

- consultations. They are dedicated to questions parents may have during the theoretical and practical courses and are held at the initiative of parents. Other specialists, such as a doctor or psychologist, may also be invited for consultations, which will help to create the right individual programmer for the child and contribute to his or her psychophysical development;

- organization of corners for parents. Parents can read recommendations, advice, medical, psychological, and pedagogical literature and find answers to their questions from specialists;

- open lessons as a means of visual demonstration, gaining experience and a model of behavior in correctional and health sessions with a child;

- correctional and developmental physical exercises and games in small groups (at school) for children and their parents (2 times a week) for subsequent independent training at home;

- training of teachers of general education subjects in small forms of physical education (physical education minutes, physical education breaks) to be conducted during, before or after the lesson;

- training parents of children with intellectual disabilities in joint games and physical exercises in an organized family holiday camp;

- drawing up individual programmes for home classes, including special corrective exercises, active and sedentary games to strengthen the body as a whole, develop fine motor skills, activate speech and cognitive activity, correct posture, and harden, in accordance with the child's motor and mental capabilities, taking into account medical indications and contraindications;

- organization of sports holidays, festivals, etc. by parents and children, where children can show what skills they have acquired in the course of classes, instill love and desire to engage in physical education, and enable children to feel like members of a team.

Research results. Pedagogical research shows a selective attitude of parents to different forms of education. For example, according to some reports, 15 % cent of parents positively evaluate lectures, 40 % cent study materials in folders with teaching materials and parental corners, 60 % cent parental meetings, and 95 % cent prefer individual consultations with specialists [4].

Among the proposed forms of work, the central place is occupied by *practical classes for children together with their parents*. Joint parent-child activities are organized in such a way that parents can see not only their own children, but also 'other people's' children. Such a shift in attention radically changes the psychology of parents. They begin to understand, compare, participate, and help other children. At the same time, a new collective mindset is formed, based on a common goal, mutual understanding, establishing contacts between children, parents, families, sharing experiences, and getting to know each other. Informal relationships, joint physical exercises, role-playing games, fairy tale games, composition games, and the process of learning movements require active participation, imagination, and creativity. Anticipation of the results of this process creates a positive emotional shift, interest, and confidence in the usefulness of this activity for both yourself and your children. Thus, gradually mastering more and more movements, parents independently come to the realization that motor activity expands the child's capabilities, enriches him/her with motor skills, games that can be played at home and on the street with other family members and other children.

In order for this process to be most effective, the teacher in joint classes with children and parents needs to:

- 1) Firstly, provide simple exercises that are accessible to all. Children sit or stand in a circle, parents stand behind.

- 2) Exercises in pairs – parents with their children.

- 3) Same, but the parent moves clockwise and does the exercises with the child standing in the circle.

- 4) Parents do the exercises only, while the children watch and count.

- 5) The exercises are performed in a circle where parents and children alternate.

Exercises can be performed with recitatives, counting, riddles, imitations of movements and sounds of insects or animals, with coloured balls, soft toys, ribbons, to music, with songs, elements of dance movements: separate pairs of children and parents, mixed pairs – with their own children, with 'other' children. It is important that each session is a holiday for all participants. Such classes leave a lasting impression on the child's memory. They demonstrate at home what they have learnt and are eager to come back to classes where they have fun, communicate and move.

An important component of these classes is not only fun and entertainment, but also the corrective nature of the exercises. For example, exercises with a small ball. This type of exercise stimulates the development of fine motor skills of the hand, which in turn stimulates the development of speech, writing, and household self-care.

It has been established that joint classes change the psychology of both the child and the parents. They begin to understand each other better, reduce tension and anxiety, and stabilize the psychological climate in the family, which gives them hope, faith and optimism for the future.

The search for means and organizational forms of training, a conscious attitude to the values of physical culture, and a creative approach to this process as an important part of physical, psychological and social rehabilitation are relevant not only for children studying individually at home, but also for all children with disabilities.

Conclusions. Thus, the paper identifies the peculiarities of the development of the motor sphere of children with

intellectual disabilities with the participation of the family, which involve the use of family and household forms of recreation: morning gymnastics exercises in combination with hardening and home swimming, active and sedentary games, corrective and educational games in the conditions of the home stadium, outdoor walks at any time of the year. The main initiators and implementers are parents, who need rehabilitation, habilitation and adaptation to the current life situation as much as their children, but they need to be prepared for this by creating special programmes, because it is the parents who, especially in the early stages of a child's development, determine their health, physical and mental fitness, socialization and integration into society.

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