

UDC 376.2

DOI: 10.34670/AR.2020.1.46.104

Features of the use of case technologies in working with older preschool children with disabilities in an inclusive education

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Annotation

The article deals with the problem of the use of case technologies in the educational process with children of older pre-school age with disabilities. The authors focus on case technology, which is aimed at personality-oriented activity-based learning and contributes to the formation of social skills in older preschool children with disabilities in an inclusive educational environment. Work on case-technology with older preschool children with disabilities should be based on the principles of: awareness and free participation; mutual respect; reflection. The technology of using cases in the educational process with preschoolers with developmental disabilities consists of the following stages: familiarity with the situation and its features; highlighting the main problem; analysis of the consequences of making a decision; case solution - offering one or more options; correlation of the situation with real life events, prediction of possible results. The use of case-technologies in a preschool educational organization that implements inclusive practice allows broadening the horizons of children with disabilities, focusing their attention on the designed situation that requires analysis and practical solutions; substantiate and consolidate previously acquired theoretical skills; offer an individual way to solve a particular problem.

For citation

Podol'skaya O.A., Yakovleva I.V. (2020) Osobennosti ispol'zovaniya keis - tekhnologii v rabote s det'mi starshego doshkol'nogo vozrasta s ogranichennymi vozmozhnostyami zdorov'ya v usloviyakh inklyuzivnogo obrazovaniya. [Features of the use of case technologies in working with older preschool children with disabilities in an inclusive education]. *Pedagogicheskii zhurnal* [Pedagogical Journal], 10 (1A), pp. 43-49. DOI: 10.34670/AR.2020.1.46.104

Keywords

Case technology, children with disabilities, senior preschool age, preschool educational organization, inclusive education.

Introduction

Preschool education is characterized by an increase in its quality in accordance with clearly defined goals and well-thought-out tasks. The Federal State Educational Standard for Preschool Education defines the mandatory minimum content of the main general educational program. Preschool educational organizations implement social and pedagogical activity as a technology for translating the social situation of the development of children with disabilities into pedagogical - educational, educational, training, developmental. For this, it is necessary not only to create a developing environment and to form ideas about social reality in a preschool educational organization, to include a child with disabilities in a variety of activities.

Joint activities with children of preschool age with disabilities should be carried out in the form of exciting cognitive and creative games, as the game method of training contributes to the creation of an interested, relaxed atmosphere, the establishment of a psychologically age-appropriate situation of communication.

Recently, the use of modern educational technologies in the practice of pre-school education has become active. The greatest interest of teachers is caused by case technology, which is aimed at personal-oriented activity training, contributes to the formation of social skills in children of older preschool age with disabilities.

The problem of studying case technologies in the educational process was dealt with by V.P. Bepalko [Bepalko, 2010], G.M. Gadzhikurbanova [Gadzhikurbanova, 2015], E.S. Polat [Polat, 2007], O.G. Smolyaninova [Smolyaninova, 2001], A.P. Tryapitsyna [Tryapitsyna, 2013] and others. The most common types of case technology in pedagogical practice are situational analysis, analysis of specific situations, situational tasks and exercises, case method.

Main part

A number of scientists (I.V. Gladkikh [Gladkikh, 2007], G.M. Gadzhikurbanova [Gadzhikurbanova, 2015], O.G. Smolyaninova [Smolyaninova, 2001], and others) believe that the case method integrates developmental learning technologies, forms positive motivation and an increase in cognitive activity.

By case technology, we understand the interactive technology of short-term training based on real or imaginary situations, aimed not so much at mastering knowledge, but at creating new qualities and skills in older preschoolers with disabilities.

The main purpose of the technology is to develop the ability of children to work out problems and find solutions to them in older preschool children with disabilities, learn how to use existing knowledge. The essence of the case technology lies in the fact that older preschoolers with disabilities are offered to comprehend a real life situation, the description of which simultaneously reflects not only some practical problem, but also actualizes a certain set of knowledge, abilities and skills that must be learned when solving this problems.

The use of case technology in working with children with disabilities allows them to be developed and activated, in the process of this activity they become full participants in the situation, have the opportunity to change it in accordance with the decision. The assimilation of knowledge and the formation of skills that occurs when using case technology in the educational process is the result of active independent activity of senior preschool children with disabilities [Druzhinina, 2012].

Work on case technology with senior preschool children with disabilities is based on the following

principles:

- awareness and free participation - children with disabilities are invited to participate in the discussion of the situation, carefully thought out motivation, coercion is not allowed;
- mutual respect, which is determined in a conversation with preschool children with disabilities and involves the following points: each of the participants in the discussion has the right to express his thoughts, assumptions, and his own opinion; the opinion of each participant is important, should be heard, not subject to condemnation or ridicule; the final decision is made by general agreement;
- reflections - receiving feedback from children with disabilities: what was most liked, what was least liked, what experience they gained.

The advantages of using case technology in the pedagogical process with older preschool children with disabilities are:

- in gaining skills to solve real problems, the ability to work on a single problem field, the success of interaction with adults and peers;
- in the development of skills to operate with knowledge, build logical schemes for solving problems, argue their opinion;
- in gaining certain experience in decision making, i.e. the formation of a system of life values and attitudes in children with disabilities.

The technology of working with a case in the educational process with children of preschool age with disabilities includes the following steps:

1. Familiarity with the situation, its features; highlighting the main problem.
2. Proposal of concepts or themes for “brainstorming”; analysis of the consequences of making a decision.
3. Case solution - suggesting one or more options, an indication of possible problems and mechanisms for solving them.
4. Correlation of the situation with real life events, prediction of possible results.

When familiarizing with a case (a specific situation) and analyzing it, a child of a senior preschool age with disabilities should get used to certain circumstances, understand the situation, assess the situation, determine the problem and its essence. Then he needs to determine his role in solving the problem and develop a line of behavior. Case analysis can be either individual or group. The results of the work should be presented individually, in the form of dialogue, etc.

Creating a case as a pedagogical tool requires a comprehensive scientific, methodological and genre study. It must be clearly understood that the case can be used as a didactic training tool at different stages of correction and for different purposes. There are various options for organizing work with cases, this is an opportunity for the creativity of the specialist (speech therapist, defectologist). The following are models of fragments of classes by which work can be organized.

Case 1. Purpose: the development of articulation and facial movements.
(Situation 1) The little bear woke up and stretched its corners up. - What did the little bear do? Say (smiled) and show.

(Situation 2) The little hare gave his mother a carrot for his birthday. The hare kissed a bunny for this.

- Show how the bunny thanked the bunny

Case 2. Purpose: development of speech breathing.

(Situation 1) Sasha inflated balloons for the holiday, but they did not inflate. The boy was upset.

- Show, Sasha, how to inflate the ball.

(Situation 2) Squirrel trained her breathing on the branches. Jumping up on each twig, she took one

breath. And down one exhale. There were only 3 branches.

- Try to practice like a squirrel.

Case 3. Purpose: to teach older preschool children with disabilities to choose a rhyming word

(Situation 1) The Monkey has a Birthday, Everyone congratulates:

A cockerel brought her a gun

And the horse - ... (cracker, rattle, turntable),

White Bear - Chocolate,

And the Hedgehog - ... (marmalade, lemonade)

Case 4. Purpose: learn to perform tasks rhythmically.

(Situation 1) The guys clapped their hands together, and they got their own melody. Anya clapped softly twice, Petya clapped strongly eight, Vanya clapped softly six, Katya quietly three, and Vova was the last and the loudest one.

- Try to repeat, will you get a melody?

Case 5. Purpose: to develop a voice.

(Situation 1) Masha fell out of her chair and cried loudly.

- How did the girl cry? (aaaaaaaaa !!!)

(Situation 2) Vitya and Kolya went for mushrooms with their grandparents. The boys were so carried away by the search for mushrooms that they got lost.

“How do they find them?” Help, remember how to scream when lost in the forest? (ay ay ay)

Case 6. Goal: Develop auditory attention.

(Situation 1) A hare always finds out who is going to visit him step by step. The bear is walking (two knocks with his fist), the squirrel is walking (three knocks with the pads of the index and middle fingers), the frog (one slap with his palm across the table)

- Guess who came?

(Situation 2) There is an animal choir in the forest. And everyone there sings in his own way. The fox sings OI, the wolf sings UA, the hare EU, the bear OU, the donkey IA.

- Sing for everyone on my command.

Case 7. Purpose: to develop the ability to use intonation and pause.

(Situation 1) The teacher asked the guys: how do the birds sing? how does a cat sing?

- Ask as teacher at neighbor 's right

- Answer the questions.

When working with children of preschool age with disabilities, you can use the case - illustrations that are used to address a problem situation. The purpose of this activity is to analyze the essence of the problem, analyze possible solutions and choose the best one.

Case - illustrations allow to activate the thought activity of senior pre-school children with disabilities, develop imagination, raise feelings, increase the need to communicate with other people.

These technologies help to increase the interest of children of older pre-school age with disabilities in the material studied, develop such qualities as social activity, communicability, ability to listen and properly present their thoughts, etc.

Conclusion

To sum up, use of case technologies in pre-school educational organization, implementing inclusive practice, allows to expand the outlook in children of older pre-school age with disabilities, to focus their attention on the designed situation, which requires analysis and practical solution; To justify and consolidate the theoretical skills acquired earlier; Offer an individual way to solve a problem.

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Особенности использования кейс-технологий в работе с детьми старшего дошкольного возраста с ограниченными возможностями здоровья в условиях инклюзивного образования

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Аннотация

В статье рассматривается проблема использования кейс - технологий в образовательном процессе с детьми старшего дошкольного возраста с ограниченными возможностями здоровья. Особое внимание авторы акцентируют на кейс – технологии, направленной на личностно-ориентированное деятельностное обучение и способствующей формированию у старших дошкольников с ограниченными возможностями здоровья социальных умений в условиях инклюзивного образовательного пространства. Работа по кейс – технологии с детьми старшего дошкольного возраста с ограниченными возможностями здоровья должна строиться на принципах: осознанности и свободного участия; взаимного уважения; рефлексии. Технология использования кейсов в учебно-образовательном процессе с дошкольниками, имеющими нарушения в развитии состоит из этапов: знакомство с ситуацией, её особенностями; выделение основной проблемы; анализ последствий принятия того или иного решения; решение кейса – предложение одного или нескольких вариантов; соотнесение ситуации с событиями реальной жизни, прогнозирование возможных результатов. Применение кейс - технологий в дошкольной образовательной организации, реализующих инклюзивную практику позволяет расширить кругозор у детей с ограниченными возможностями здоровья, сконцентрировать их внимание на спроектированной ситуации, требующей анализа и практического решения; обосновать и закрепить полученные ранее теоретические навыки; предложить индивидуальный способ решения той или иной задачи.

Для цитирования в научных исследованиях

Подольская О.А., Яковлева И.В. Особенности использования кейс-технологий в работе с детьми старшего дошкольного возраста с ограниченными возможностями здоровья в условиях инклюзивного образования // Педагогический журнал. 2020. Т. 10. № 1А. С. 43-49. DOI: 10.34670/AR.2020.1.46.104

Ключевые слова

Кейс-технологии, дети с ограниченными возможностями здоровья, старший дошкольный возраст, дошкольная образовательная организация, инклюзивного образование.

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