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The problem of the formation of representations of universal values in inclusive practice in older preschool children with disabilities

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Abstract

The article deals with the problem of forming perceptions of universal human values in children of older pre-school age with disabilities. The inclusion of senior pre-school children with psychophysical development disorders in universal human values is one of the key problems of education. Her production escalated and gained social and moral significance. The importance of the problem of inclusion in universal human values in modern conditions is also determined by the need to overcome inter-ethnic contradictions that manifest themselves in multinational Russia. Understanding the ideas of universal human values as an element of holistic development of the individual, the authors propose the content of the process of their formation. It is based on the principle of consistency in the complication of tasks, creation of a creative and emotional atmosphere of interaction with children in the implementation of various types of activities, involvement of parents in work in this direction, taking into account individual and psychological peculiarities of the older pre-school age and specifics of the defect of children. The authors pay special attention to solving a number of tasks aimed at ensuring the comprehensive spiritual development of children with developmental disabilities; Education of the basis of social and moral sphere: feelings, perceptions, relations; Encouraging children with disabilities to love their native land, features of a national character; Education of interest and love for Russian national culture, customs, traditions, rites.

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Keywords

Universal values, children with disabilities, senior preschool age, preschool educational organization, inclusive education.

Introduction

At present, special attention is paid to the formation of the moral and ethical orientation of the growing personality: the mastering of moral norms and normative behavior, the foundations of altruistic behavior, the skills to show empathetic feelings.

The “Concept for the modernization of Russian education for the period until 2020”, the Federal Law “On Education in the Russian Federation” focuses on the formation of socially-oriented, moral values of the younger generation.

The process of laying and formation of personal values and meanings begins in early childhood and continues throughout the life of the individual. A unique and significant period of development, a favorable basis for the formation of the foundation of spirituality, morality by the researchers A.V. Ambetal [Ambetal, 2015], I.N. Vavilova [Vavilova, 2009], E.A. Goloyus [Goloyus, 2019], N.V. Melnikova [Melnikova, 2009], N.A. Shepilova [Shepilova, 2011]. Preschool age is recognized, since at this stage children are characterized by purity of perception, emotional susceptibility, simplicity, and credulity.

The formation of universal human values is a holistic process, extremely complex and lengthy, which often continues throughout a person’s life and is uneven. Some values are assimilated by a person faster and easier, others require a longer period of time, in relation to third people may not decide at all. The deeper a person is aware of universal values and accepts them as personal, the more he joins the universal culture. On the other hand, the lack of formality of these values, orientation to false narrow-minded ideals often leads to various forms of deviant behavior.

The inclusion of older preschool children with disabilities to universal values is one of the important problems of education. Its staging was aggravated and acquired social and moral significance at a crucial stage in the depreciation of cultural traditions and insufficiently justified discrimination of the previous ideological and ethical foundations of society, a hasty and weakly reasoned replacement of them with new ideals and values. The significance of the problem of familiarizing oneself with universal values in modern conditions is also determined by the need to overcome the interethnic contradictions that manifest themselves in multinational Russia.

Main part

The idea of universal values among older preschoolers with disabilities should be formed as early as possible, since they should become the internal criterion for a developing personality, from the standpoint of which it will evaluate the moral basis of group, ethnic, national and other values at all levels.

The main objectives of the work on the formation of universal values in older preschool children with disabilities are:

- ensuring the comprehensive spiritual development of children with developmental disabilities;
- education of the basis of the socio-moral sphere: feelings, perceptions, relationships;
- the incentive in children with disabilities of health to love their native land, national traits;
- education of interest and love for Russian national culture, customs, traditions, rituals.

It is impossible to form all universal human values in older preschoolers with disabilities, and the most significant and accessible for this age should be determined. Therefore, it is necessary to take into account the physiological and psychological characteristics of older preschool children with disabilities, the level of preparedness of the child to master certain qualities, in particular, ideas about universal values [Volkova, 2014].

The work on the formation of ideas about universal human values in older preschool children with disabilities should be built in accordance with the principles of:

- the principle of the humanization of educational work, which focuses parents on the main universal value - this is the personality of each child and adult, his freedom and dignity, as well as the formation of a child with impaired development of love for the family, native land, and homeland;

- the principle of integration of all pedagogical work with children with psychophysical impairments based on acquaintance of the ethno-cultural component of the Lipetsk region, national culture, life, traditions;

- the principle of integrity and completeness of the pedagogical process, ensuring the unity of education, training and development;

- the principle of close cooperation between teachers and parents;

- the principle of positive interaction with various educational and cultural - educational institutions.

The content of work with senior preschool children with disabilities should include three blocks.

1. Organization and conduct of events aimed at forming children's perceptions of a teacher in a preschool educational organization: conversations (about the world around us, about people and their qualities, the meaning of self-esteem), games ("The Tree of Good", "What is Good and What is Bad" "And others), plot - role-playing games of moral content, word games, dramatization; theatrical activity ("How Vanka studied at the school of kindness", etc.); work with plot pictures (description of the place, nature, time of year and day, emotions caused by the plot of the picture); this work is carried out daily in everyday situations.

2. The teacher's work with parents related to involving them in participation and interaction with a preschool educational organization in various types of joint activities, improving the pedagogical culture of parents on the formation of value orientations of senior preschool children with disabilities. Work with parents must be carried out in the following forms:

- conducting conversations, consultations in the morning and evening hours on the content of classes with children with disabilities;

- family visits in order to study the internal content of family education;

- holding parent meetings; the use of the Internet in the education of children with impaired development of these ideas, counseling at parent meetings;

- conducting consultations on project activities that parents should have carried out;

- individual work with parents through remote interaction;

- holding seminars, workshops, creative meetings.

3. The activities of parents in the formation of representations about the world, about people and their own personality in older preschool children with disabilities.

Practical work of parents with older preschool children with disabilities.

1. Parents after classes with a teacher play games with children with developmental disorders, using geographical maps, excursions around the city.

2. Parents organize evening walks, tea parties, during which they give characteristics to familiar adults, peers of children and describe the behavior of younger family members.

3. Parents invite children with disabilities to describe the past day in kindergarten and their participation in the life of the collective.

4. An effective form of interaction is family living rooms (topics "Family values," Collecting family stories, "Solving family problems," etc.).

5. Organization of interaction between DPI and family in the form of project activities. Within the framework of family creative projects can be implemented: "You are an adult, I am a child," Flower of family happiness, "Coat of arms of my family," On the roads of fairy tales" and "Visiting the fairy tale."

6. Child parental projects.

7. Holding holidays: "We will sit down in a row, let's talk with a hand," There is no kinder friend than native mother. "

8. The solution to the problem of increasing the pedagogical culture of parents is remote interaction.

The main principles of the educational process should be the humanistic ideas of understanding, accepting and recognizing children with psychophysical impairments as equal partners in relations with teachers.

Adults working with children with disabilities should look at what is happening simultaneously from the point of view of the child, and with their own, penetrating the inner world of the foster child, moving away from their own ideas and motivations [Klepikov, 2011].

An important element of a developing moral environment and a pedagogical condition for the formation of value orientations is the creation of an atmosphere of goodwill, respect and trust in the educational process of preschool organizations.

Conclusion

To sum up, the organization of work of a preschool educational organization in the formation of ideas about universal human values in older preschool children with disabilities should:

- based on the principle of consistency in the complication of tasks and content of activities;
- the teacher needs to create a creative and emotional atmosphere of interaction with children in the implementation of various types of activities;
- involve parents in the formation of representations in older preschool children with disabilities, carry out their counseling;
- take into account the individual psychological characteristics of senior preschool age when working with children.

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Проблема формирования у детей старшего дошкольного возраста с ограниченными возможностями здоровья представлений об общечеловеческих ценностях в условиях инклюзивной практики

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Аннотация

В статье рассматривается проблема формирования представлений об общечеловеческих ценностях у детей старшего дошкольного возраста с ограниченными возможностями здоровья. Приобщение старших дошкольников с нарушениями психофизического развития к общечеловеческим ценностям является одной из ключевых проблем воспитания. Ее постановка обострилась и приобрела социальное и нравственное значение. Важность проблемы приобщения к общечеловеческим ценностям в современных условиях определяется еще и необходимостью преодоления межэтнических противоречий, которые проявляются в многонациональной России. Понимая представления об общечеловеческих ценностях как элемент целостного развития личности, авторы предлагают содержание процесса их формирования. В его основе лежит принцип последовательности в усложнении

задач, создание творческо-эмоциональной атмосферы взаимодействия с детьми в реализации разнообразных видов деятельности, привлечение родителей к работе в этом направлении, учет индивидуально-психологических особенностей старшего дошкольного возраста и специфики дефекта детей. Особое внимание авторы уделяют решению ряда задач, направленных на обеспечение всестороннего духовного развития детей с нарушениями в развитии; воспитание основы социально-нравственной сферы: чувств, представлений, отношений; побуждение в детях с ограниченными возможностями здоровья любви к родной земле, чертам национального характера; воспитание интереса и любви к русской национальной культуре, обычаям, традициям, обрядам.

Для цитирования в научных исследованиях

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Ключевые слова

Общечеловеческие ценности, дети с ограниченными возможностями здоровья, старший дошкольный возраст, дошкольная образовательная организация, инклюзивного образование.

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