



УДК 376.1

CURRENT REALITIES OF COOPERATION WITH PARENTS OF CHILDREN WITH DISORDERS OF PSYCHO-PHYSICAL DEVELOPMENT AT A PRESCHOOL EDUCATIONAL INSTITUTION

СУЧАСНІ РЕАЛІЇ СПІВПРАЦІ З БАТЬКАМИ ДІТЕЙ ІЗ ПОРУШЕННЯМ ПСИХОФІЗИЧНОГО РОЗВИТКУ В ЗАКЛАДІ ДОШКІЛЬНОЇ ОСВІТИ

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Abstract. *The article notes that cooperation with parents of children with psychophysical development disorders has become a key successful factor of the inclusive educational process in a preschool institution. The approach to work with parents of children should be individual, determined by the needs of each family and depend on the specific situation. Individual consultations are defined as the most effective forms of work, taking into account a differentiated approach and pedagogical deontology: consultations-dialogues; consultative and educational theoretical classes; practical training.*

Key words: *counseling, children with impaired psychophysical development, preschool education institution, parents.*

Introduction. Since February 24, 2022, Ukraine has been experiencing a full-scale invasion, which has led to significant casualties, destruction, economic problems, and stress. The complex military conflict affected all spheres of Ukrainian life. In today's realities, significant changes have taken place in the provision of psychological and pedagogical support for children with impaired psychophysical development. This problem has become especially acute in border and frontline communities, which is caused by a number of factors:

- a complicated security situation (a large number of air alarms caused by the density and frequency of enemy shelling, etc.);
- the problem of shelters (unsuitability for corrective and developmental work, etc.);
- problems with electricity supply and the Internet;
- lack of qualified specialists due to mass departure to safer territories.

These are far from all the factors that significantly complicate the psychological and pedagogical support of children with impaired psychophysical development in the conditions of a preschool educational institution and endanger the existence of the correctional industry of Sumy region as a whole. It is quite clear that in the given conditions, provision of high-quality correctional assistance to children with impaired psychophysical development is impossible without the active parents' participation. Cooperation with parents of children with impaired psychophysical development becomes a key factor at the inclusive educational process success at the preschool stage[1-3]. Currently, establishing partnership relations with children's families is a key task that requires constant efforts from all participants.



Main text.

The purposeful cooperation concept of educational institutions with families raising children with psychophysical development disorders was established by the works of V. Andrushchenko, V. Bondary, T. Degtyarenko, V. Zasenka, A. Kolupaeva, S. Myronova, M. Yarmachenko, etc. The optimizing issues of interaction of educational institutions of various types and levels with parents of children in the inclusive process are discussed in the works of O. Gayash, O. Kogan, T. Kolomoets, N. Kompanets, Yu. Lyannogo and L. Moroz. Currently, scientists and practitioners are unanimous – in modern conditions, there is a need for constant improvement of such cooperation as an important prerequisite for the harmonious development of a child with impaired psychophysical development and correctional assistance improvement.

Education of children with impaired psychophysical development in modern conditions is impossible without the active parents' participation. Cooperation with such children's parents became a key factor at the inclusive educational process success at the preschool institution. This position brings the family upbringing importance to a qualitatively new level and increases the requirements for parents' participation at the educational process. It is very important to optimize the parents' involvement in the provision of correctional assistance to children, as well as increasing responsibility for this process.

The creation of an inclusive educational environment is impossible without the establishment of partnership relations between all its participants. This is a key task that requires constant efforts from all participants [1]. Therefore, it is important to have a constant dialogue with the family in order to:

- a. understand the position and priorities of parents;
- b. find out about parents' expectations from cooperation;
- c. assess the parents' desire and opportunities to participate in the inclusive educational process.

It is important to emphasize that the parents' optimistic attitude of children with psychophysical development disorders is of great importance. Their confidence in their strengths and capabilities often becomes decisive for the successful learning and development of the child. At the beginning of working with the support team, some parents are not ready for full and frank communication. The reasons for this can be different:

- mistrust to specialists;
- fear of judgment;
- reluctance to share personal information;
- inability to clearly formulate your requests and expectations.

All this can significantly complicate the work of the support team, therefore it is very important to establish trusting relationships with parents, create an atmosphere of emotional safety, explain to parents their participation importance in the support process, offer them different work forms from which they can choose the most comfortable. Only under the condition of open and sincere communication between the support team and the parents significant results can be achieved in working with the child.



The working approach with parents of children with psychophysical development disorders should be individual. This is due to the different level of parents' willingness to cooperate. From our experience, it is noted that the most effective working forms are individual consultations. Namely:

- consultations-dialogues (communication with an emphasis on emotional connection and understanding of parents' needs);
- consultative and educational theoretical classes (providing knowledge about disorders, peculiarities of children development and upbringing);
- practical classes (development of practical skills of working with a child, mastering methods of corrective work).

We consider consultations-dialogues (on-line, off-line) as a method of two-way interaction, the main purpose of which is establishing individual contact, create a comfortable atmosphere between parents and a specialist, ensuring confidence, providing psychological support, etc. In order to improve parents' awareness, we suggest starting with individual (on-line, off-line) and then conducting group advisory and training sessions to implement the following tasks:

- ❖ to spread information about the positive experience of inclusive education;
- ❖ to improve the understanding of the family's role in the correctional and developmental process;
- ❖ to form a holistic view of a specific violation of psychophysical development, an objective and thorough understanding of the child's problems;
- ❖ to inform about the child's actual and prospective opportunities, in particular about "strengths", possible difficulties, obstacles and shortcomings;
- ❖ to help in optimizing the home environment for the better development of the child;
- ❖ to inform about the organization of the daily routine, leisure and all child's life areas.

Practical training is an important tool that can help parents of children with impaired psychophysical development to provide a corrective and developmental process outside the preschool educational institution in modern conditions. After all, the security situation often does not allow specialists to fully provide the necessary assistance to children. Long-term absence (limitation) of corrective and developmental measures negatively affects the child's psychophysical condition. Injuries caused by the armed conflict intensify the negative impact on the child's condition, which can significantly affect the child's entire future life trajectory.

Many years of experience convince us that parents of children can be reliable partners if they properly organize their practical training and develop the necessary skills for independent implementation of individual tasks at home. Increasing the practical ability of parents of children with psychophysical development disorders, we offer to organize individual consultative and practical classes (on-line, off-line) to solve the following tasks:

- to teach observing the peculiarities of the organization of correctional and developmental work with children at home;
- to form the necessary skills for independently performing corrective and developmental tasks;
- to form the necessary skills of optimizing the child's living space, organizing adequate forms of leisure and recreation.



In addition, the effectiveness of independently conducting corrective and developmental exercises with a child depends on:

- ✓ the ability to independently correctly perform and demonstrate exercises to the child;
- ✓ the ability to organize and carry out with the child the fulfillment of all rights and tasks;
- ✓ the ability to detect mistakes in a child and correct them when performing any exercise.

Conclusions. So, modern life presents new challenges in the education of children with impaired psychophysical development. Today, the parents' participation in the correctional and developmental process is not only recommended, but also a necessary condition for its success. The approaches proposed by us regarding the cooperation organization with parents of children with impaired psychophysical development at the preschool educational institution conditions provide an opportunity to reach an understanding, establish productive cooperation between all partners to achieve the common goal – the child's success.

References.

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***Анотація.** У статті визначено, що в сучасних умовах підхід до роботи з батьками дітей має бути індивідуальним, визначатись потребами кожної сім'ї та залежати від конкретної ситуації. Найефективнішими формами роботи визначено індивідуальні консультації: консультації-діалоги; консультативно-навчальні теоретичні заняття; практичні заняття. Консультації-діалоги у статті розглядаються як спосіб двосторонньої взаємодії, головною метою якої є налагодження індивідуального контакту, створення комфортної атмосфери між батьками і фахівцем, забезпечення впевненості в конфіденційності.*

Автором обґрунтовано, що належна теоретична і практична підготовленість батьків дітей із порушенням психофізичного розвитку створить можливість для рівноправної участі у складанні індивідуальних корекційно-розвивальних програм, визначенні їх пріоритетних напрямків, дасть змогу об'єктивно оцінювати їх результативність та забезпечувати ефективну реалізацію.

***Ключові слова:** співпраця, порушення психофізичного розвитку, заклад дошкільної освіти, батьки.*