

CONCEPTUAL BASIS OF THE CONCEPT OF SPATIAL ORGANIZATION OF BODY OF CHILDREN 6–10 YEARS WITH SENSOR SYSTEMS DEPRIVATION IN THE PROCESS OF PHYSICAL EDUCATION

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<https://doi.org/10.29038/2220-7481-2017-03-180-185>

Abstract

Topicality. Physical education process in special boarding schools for children with sensory systems deprivation (SSD) has not yet been sufficiently studied and developed therefore requires the implementation of new tools, forms and methods aimed at preventing and correcting violations of spatial organization of body (SOB) of children with SSD that has become a prerequisite for the substantiation and development of the author's concept. **Objectives of the study:** determine the structure and content of the concept of the spatial organization of the body of children 6-10 years old with SSD in the physical education process in special boarding school. **Research Results.** The concept of the study is the provision for the formation of the correct spatial organization of the body of children aged 6–10 years from the DSS, taking into account individual abilities, types of impaired posture, indicators of physical condition and the use of subtle differentiation, depending on the degree of sensory impairment, secondary layers, concomitant diseases of children 6–10 years old with DSS, which significantly affect their psychophysical and psycho-emotional state, adaptation and social integration of children with special needs in the society of healthy peers. **Conclusions.** The basic constituents of the concept of the formation of SOB of children with SSD are its prerequisites, conceptual approaches, conceptual foundations, technology of prevention and correction of violations of SOB of children with SSD, comprehensive diagnostics of components of SOB of children, programs for prevention and correction of infringements of SOB of children 6–10 years with VD and HD, control and criteria of its effectiveness.

Key words: concept, spatial, organization, children, deprivation, sensory, system.

Світлана Савлюк. Концептуальні основи розробки концепції просторової організації тіла дітей 6–10 років із депривацією сенсорних систем у процесі фізичного виховання. Актуальність. Процес фізичного виховання в спеціальних школах-інтернатах для дітей із депривацією сенсорних систем (ДСС) сьогодні ще недостатньо вивчений і розроблений, а тому вимагає впровадження нових засобів, форм та методів, спрямованих на профілактику й корекцію порушень просторової організації тіла (ПОТ) дітей із ДСС, що стало передумовою для обґрунтування й розробки авторської концепції. **Завдання дослідження** – визначити структуру та зміст концепції просторової організації тіла дітей 6–10 років із ДСС у процесі фізичного виховання спеціальної школи-інтернат. **Результати дослідження.** Концепцією дослідження є положення про формування правильної просторової організації тіла дітей 6–10 років із ДСС, ураховуючи індивідуальні можливості, типи порушення постави, показники фізичного стану та застосування більш тонкої диференціації залежно від ступеня порушення сенсорного аналізатора, вторинних нашарувань, супутніх захворювань дітей 6–10 років із ДСС, які суттєво впливають на їхній психофізичний і психоемоційний стан, адаптацію та соціальну інтеграцію дітей з особливими можливостями в соціум здорових ровесників. **Висновки.** Фундаментальними складниками схеми концепції формування ПОТ дітей із ДСС є її передумови, концептуальні підходи, концептуальні основи, технологія профілактики й корекції ПОТ дітей із ДСС, комплексна діагностика компонентів ПОТ дітей, програми профілактики й корекції порушень ПОТ для дітей 6–10 років із ДЗ та і ДС, контроль і критерії її ефективності.

Ключові слова: концепція, просторовий, організація, діти, депривація, сенсорний, система.

Светлана Савлюк. Концептуальные основы разработки концепции пространственной организации тела детей 10 лет из депривацией сенсорных систем в процессе физического воспитания. Актуальность. Процесс физического воспитания в специальных школах-интернатах для детей из депривацией сенсорных систем (ДСС) сегодня еще недостаточно изученный и разработанный, а поэтому требует внедрения новых средств, форм и методов, направленных на профилактику и коррекцию нарушений пространственной организации тела (ПОТ) детей из ДСС, что стало предпосылкой для аргументирования и разработки авторской концепции. **Задача исследования** – определить структуру и содержание концепции пространственной организации тела детей 10 лет из ДСС в процессе физического воспитания специальной школы-интернат. **Результаты исследования.** Концепцией исследования является положения о формировании правильной пространственной организации тела и улучшение показателей физического состояния детей 10-ти лет из ДСС, учитывая индивидуальные возможности, типы нарушения осанки, показатели физического состояния и применения более тонкой дифференциации в зависимости от степени нарушения сенсорного анализатора, вторичных наслоений, сопутствующих заболеваний детей из ДСС, которые существенно влияют на их психофизическое и психоемоциональное состояние, адаптацию и социальную интеграцию детей с особыми возможностями в социум здоровых сверстников. **Выводы.** Фундаментальными составляющими схемы концепции формирования

ПОТ детей из ДСС есть ее предпосылки, концептуальные подходы, концептуальные основы, технология профилактики и коррекции ПОТ детей из ДСС, комплексная диагностика компонентов ПОТ детей, программы профилактики и коррекции нарушений ПОТ для детей 10 лет из депривацией слуха и зрения, контроль и критерии ее эффективности.

Ключевые слова: концепция, пространственный, организация, дети, депривация, сенсорный, система.

Statement of a Scientific Problem and its Connection with Important Scientific or Practical Tasks.

The Constitution of Ukraine in art. 53 guarantees all citizens the right to education. The Law of Ukraine «On the Protection of Childhood» in art. 26 «Protection of the Rights of Children with Disabilities and Children with Disabilities in Mental and Physical Development» affirms that «Discrimination against disabled children and children with intellectual or physical disabilities is prohibited. The state promotes the creation, for children-invalids and children with intellectual or physical defects, the necessary conditions equal to other people opportunities for full-fledged life and development ...» [6; 10; 11].

According to numerous studies (Dmitriev A. A., 1991 [5], Rostomoshvili L. N., 1997 [12], Shapkova L. V. 2007 [14], Joseph P. Vinnyk [4], 2010, etc.), an abnormal development of the child is always accompanied by a violation of motor functions, lag and deficit of the motor sphere. That is why the organizational and methodical aspects of adaptive physical culture in the system of rehabilitation of children with sensory systems deprivation (SSD), which is the main component of their successful self-realization, formation and social adaptation, require scientific development [4; 5; 12; 14].

Specific features of the psychomotor development of children with SSD require the development of special methods and techniques of work on physical education, having a single target orientation – correction and development of the motor sphere of the child (E. M. Mastjukova, 1997; A. A. Dmitriev, 2002 [5]). Data from studies on the prevention and correction of violations of the spatial organization of pupils with vision and hearing deprivation indicate that the process of physical education in special schools for junior pupils with limited capabilities of sensory systems is still not sufficiently studied and developed therefore requires the implementation of new tools, forms and methods. aimed at the prevention and correction of violations of the spatial organization of the body of children with SSD [7], which was a prerequisite for the substantiation and development of the author's concept.

The aim of the study: to ostend the conceptual foundations of the concept of spatial organization of the body of children 6–10 years old with sensory systems deprivation in the physical education process.

Objectives of the study: to determine the structure and content of the concept of spatial organization of the body of children 6–10 years old with vision deprivation in the physical education process of a special boarding school.

Research methods – analysis, synthesis and generalization of literary sources, practical experience of specialists.

Presentation of the Main Research Material. The legal basis for the concept was: the provisions of the Ukraine's Constitution (Articles 3, 21, 23, 49), legal acts of the Ukraine's President, legislative acts, decrees of the Ukraine's President, decisions of the Cabinet of Ministers of Ukraine, «On the Protection of Childhood» (2402–14), «On Rehabilitation of Disabled Persons in Ukraine» (2961–15), central organs of executive power of Ukraine, aimed at solving the problem of education of *a fully-harmoniously developed personality of a child with special needs* in development [6; 10; 11]. Thus, the problem of the preservation, strengthening and formation of health of children with special needs has become a strategic state task in recent years, which requires the participation of all interested ministries, departments and public organizations in its decision.

The concept (from the Lat. *conceptio* (perception, system of views, evidences) – the main idea of the work, the set of leading ideas, the theoretical provisions for the coverage of all kinds of activities, phenomena; the ideological plan of the work [3]. The author's conception of the development of SOB of the children with SSD is based on the need to improve the organization and content of their motor activity in special educational institutions. The fundamental constituents of the *concept* of the formation of SOB of children with SSD are its prerequisites, conceptual approaches, conceptual foundations, technology of prevention and correction of SOB of children with SSD, complex diagnostics of components of SOB of children, programs for correction of infringements of SOB of children 6–10 years old with VD and HD, control and criteria of effectiveness (pic. 1).

The developed *concept* is a *set of views*, united by the *fundamental idea, the leading idea and purpose*. Its conceptual framework, in addition to the fundamental idea, aims at a brief *description of the ideas and principles* that contribute to understanding its systemic mechanisms, the algorithm of construction and functioning. The use of system analysis, the generalization of the data of special literature, the experience of specialist of boarding schools and the empirical data we have obtained made it possible to develop *the structure and content of the concept* of SOB of children 6–10 years with SSD. (pic. 1).

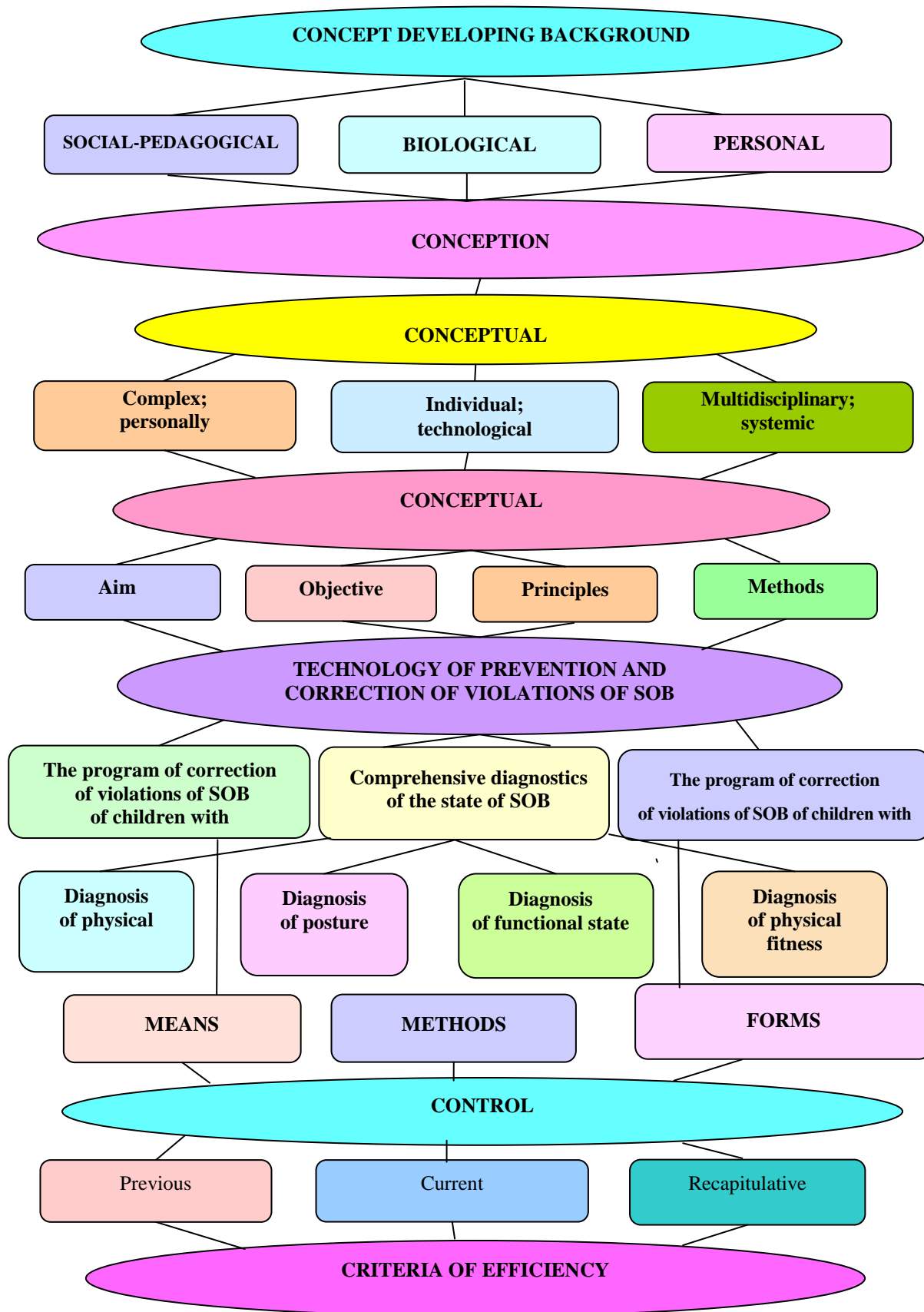


Fig. 1. Structure and Content of the Concept of Formation of SOB of Children 6–10 with SSD in the Physical Education Process

The main component of the *concept* was the goal – to theoretically substantiate and practically implement the technology of *prevention and correction of violations* of SOB of children aged 6–10 years with DSS in the physical education process of a special boarding school. The author's *concept* solves *three main groups of tasks*:

1. Pedagogical:

- raising the level of *interest of children* with the SSD to the values of physical culture;
- education in children of a *conscious attitude to their own health*, the formation of a proper SOB of children, adherence to the norms and rules of a *healthy lifestyle*.

2. Intelligent – facilitate the assimilation of children theoretical knowledge and related skills and habits of healthy lifestyle, prevention and correction of SOB violations.

3. Biological:

- the formation of the need for motor activity of children with SSD;
- the formation of proper SOB of children with SSD.
- prevention and correction of visual impairment;
- improvement of *physical development* indicators;
- raising the level of physical preparedness with the help of purposeful development of *physical qualities*.

Proceeding from the goal, the *concept* is based on *general pedagogical* and *branch ideas and provisions, general and methodical principles* of the AFC, adapted to its specifics.. Its distinctive features in connection with the characteristics of children with DSS are: *taking into account the basic diagnosis, concomitant diseases, secondary deviations of health status, sexual and age characteristics, motives, interests, the status of SOB of children taking into account the indicators of the physical condition of children* with SSD. Depending on the form of the disease in the allocation for *the stages of learning goals, means, methods, techniques*, respectively; morphofunctional maturation – to reconcile with him the parameters of physical exercises; *dosage of exercises* depending on the *individual* and predetermined form of the disease of the *motor, functional capabilities, the type of posture breach, the results of the factor structure* of the SOB of children with SSD. The basic basis for constructing a concept is the addition of a new content to general scientific conceptual approaches, which formed the basis of the proposed concept. In designing, substantiating and implementing the concept, the following **conceptual approaches** were used: *a complex, person-oriented, individual, technological, multidisciplinary and systematic approaches*[2; 9].

The comprehensive approach envisaged the solving of such tasks as the formation and improvement of the child's personality with SSD, the development of a complex of various tools, methods and organizational forms of the physical education process of junior pupils with SSD, health promotion, the formation of proper SOB of children, development of basic motor qualities, increasing the efficiency of children, acquiring by them the necessary theoretical knowledge on the subject «Physical Culture», etc.

Person-oriented approach involves the allocation of certain typological groups of children and the development, in relation to these groups, of specific techniques, methods, teaching methods, building certain logic of movement of learning material, the application of specific methods of control and evaluation [1; 2; 13].

An individual approach is to develop the child's individuality, which is understood as the process of self-formation based on internal activity[9]. The individual approach contributed to the actualization of the personal motor abilities of children with SSD, taking into account the nature of the, pathological processes, conditioned by main diagnosis, sexual, age and conditioned by forms morbidity of features of morphofunctional ripening, the development of components of SOB, as well as the interests and desires of children when choosing means, methods, dosage of physical exercises used during classes.

The multidisciplinary approach to the problems of the child with SSD envisaged, first of all, a comprehensive diagnosis of the state of SOB of children with SSD and personality-oriented learning. The assessment of the status of SOB children with SSD was considered by us as a basis for an in-depth understanding of the competences and potential of the child and the organization of the educational process. The results of a comprehensive study of children are the basis for the development and implementation of scientifically based programs for the prevention and correction of violations of SOB of children with SSD, aimed at the formation of proper SOB of children, development of motor skills, correction and compensation of disturbed functions, motor activity increase, as well as improvement and prevention the emergence of new deviations in the state of health of children 6-10 years old with SSD.

Solving the issue of educational effectiveness, many teachers use the **technology approach**, which is one of the areas for improving the quality of physical education of children with SSD. The main problem that is to be solved with a technological approach is *controllability of the learning process*. The peculiarity of the *technological approach* to education is manifested in the fact that with this approach a constructive scheme, which offers and ultimately achieves the planned results, is proposed [13].

The term «*system approach*» is, in essence, a group of methods by which real phenomena are regarded as systems. *System* means *a set of elements that are in relationships and connections with each other and form a integrity, unity* (V. R. Afanasyev, 1991). A *system approach* is a research approach in which any system (object) is considered as *a set of interrelated elements* (components) that has output (goal), input (resources), connection to the external environment and the return path [1; 2].

The purpose and objectives of the concept of the formation of SOB of children with SSD should be based on the basic rules, leading requirements for activities and behaviour and pedagogical principles. According to the dictionary, the **principles** – (from the Lat. principium – the basis, the beginning) central explanation; component part of the methodology – the basis, the first principle, which reflects the requirements of optimization of pedagogical activities, determines its directions and the final result of activities [3; 8]. *Principles* contribute to the *integration of means, forms, methods and techniques* in purposefulness, determine the strategic direction of a holistic approach to solving the tasks of the pedagogical process.

The basic principles of the developed concept were: social: the principle of the humanistic orientation of the pedagogical process, the socialization and integration of children with SSD into the society of healthy peers [14]. General pedagogical– the principle of purposefulness of the process, the principle of respect for the personality of the child combined with reasonable diligence to him or her, the principle of reliance on the positive in human [12; 14]. General-methodological – consciousness, activity, visibility, accessibility, systematicity, sequence, progression of the influence of motor activity, dispersed muscle loading, cyclicity and durability, and others – contain the features and rules of implementation in the process of learning, education and development in the motor activity practice [14]. The methodological principles – diagnosis, differentiation and individualization, correction-developing and compensatory orientation, age adequacy, optimality and variability of pedagogical influences are the general fundamental laws and basic theoretical positions that should be guided during designing of the practice and the construction of the technology of the prevention and correction of violations of SOB of children with SSD [14]. Special principles of AFE: connection of knowledge, abilities with life and practice; educational and developing orientation; comprehensiveness, harmony of the content of knowledge, skills, habits; concentration in learning: the distribution of learning material with characteristic repeatability of the subject and deeper coverage of the topic at each new stage [13; 14].

Principles of special correctional and pedagogical activity: the principle of systemicity of corrective, preventive and developing tasks; principle of diagnostics and correction unity; activity principle of correction, the principle of integrated use of methods and techniques of correctional and pedagogical activity; the principle of integrating the efforts of the closest social environment [5; 14]. The development of conceptual principles has led to the definition of organizational and didactic conditions for the implementation of the concept.

Organizational conditions:

- analysis of interests, motives and needs of children 6–10 years with SSD for individual and differentiated approaches of involving them in correctional and preventive activities;
- creation of micro environment for the development of interests, a comfortable attitude of children with SSD to their health, prevention and the formation of the correct posture, usage of knowledge acquired in everyday life;
- creation of the material and technical base for the implementation of the author's concept, which provides the most effective theoretical and methodological preparation of children with SSD in the physical education process of a special boarding school.

Didactic conditions for the concept implementation: preparation of methodical manuals, methodical recommendations, didactic materials, multimedia-information-methodical programs, etc.

Conclusions. Consequently, the concept of the study is the provision for the formation of the correct spatial organization of the body and improvement of the physical state of children 6-10 years with SSD, taking into account the types of posture disturbances, indicators of physical development and the use of secondary deviations, concomitant diseases of children with DSS, which have a significant effect on their psychophysical and psycho-emotional state, adaptation and social integration of children with SSD into the society of healthy peers. Prospects for further research are the implementation and realization of the developed concept in the process of physical education of children 6-10 years with SSD of a special boarding school.

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Стаття надійшла до редакції 15.09.2017 р.