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## **CHILDREN WITH VISUAL IMPAIRMENT'S ADAPTATION TO THE PRESCHOOL CONDITIONS WITH THE USE OF MULTISENSORY MEANS**

Most of the information about the world a person receives through the vision. Vision defines the formation of the child's ideas about objects and phenomena, their features, spatial relationship. Sight helps to get vivid impressions of the universe, to see people, natural phenomena, works of art; it is of great importance for the human movement's development. Thus, the role of vision in the mental development of the child cannot be exaggerated. According to the World Health Organization, there are more than 35 million visually impaired people in the world and the Ukrainian State Research Institute of Medical and Social Disability Problems characterizes visual pathologies as one of the most common in the structure of children's sickness rate.

In modern world, the integration and adaptation of a visually impaired child to educational institutions is a social process that affects all highly developed countries. It is based on the readiness of society and the state to provide equal opportunities in various fields, especially in education. Preschool education is the primary link that allows a child with visual impairments to adapt as much as possible and prepare for the next stages of the educational process and full integration into society.

The problem of education and upbringing of preschool children with visual impairments is the subject of many scientific researches of such well-known scientists as L.I. Plaksina, Z.N. Kisaeva, O. Litvak, A.F. Akopova, T.V. Volokitina, L.B. Osipova and others.

L.I. Plaksina indicates that the lack of information about the world reduces cognitive interest. Insufficient social experience and distorted attitude of others leads to the emergence of a visual impaired child of negative character traits: selfishness, decreased attention to others, indecision, decreased curiosity. Reducing contact with others leads to isolation, unsociability and immersion in your inner world.

An important aspect of the adaptation of a visually impaired preschool child according to Z.N. Kisaeva is the formation of a culture of communication, the assimilation of stereotypes of behaviour, current social norms, customs, interests and values.

Vision plays an important role in the child's mental development. 95% of all information a person receives through a visual analyser. Such signs of objects and phenomena as light, colour, size and shape, we know through sight. The development of spatial orientation is also associated with the activity of the visual analyser. When it is injured, a child has significant difficulties in understanding the world and in establishing relationships with others.

According to the International Classification of the Functioning of Children and Adolescents (ICFDP), ratified in Ukraine, visual impairments include:

- visual acuity functions, visual field functions, visual quality;
- functions of light and colour perception, visual acuity at a distance, monocular and binocular vision, visual image quality;
- disorders such as myopia, hyperopia, astigmatism, hemianopsia, colour blindness, tunnel vision, central and peripheral scotoma, diplopia, night blindness and impaired adaptation to light [2: 9].

Preschool childhood is an important stage in the process of personality development of a child with visual impairments. Based on this, the main tasks of preschool education are to educate such children in active attitude to the world, the formation of sensory experience, strengthening and maintaining their physical and mental health, helping to master moral and ethical norms, culture of social behaviour and communication. As well as the child's acquisition of knowledge, skills and abilities to adapt to society.

Socialization is the main source in the process of personality development and includes, growing with individual values, norms, attitudes, educational behaviour, as well as for this suspension. You can see it in the minds of a wicked person, as well as in the minds of a spontaneous pouring into the specialness [3: 73].

The basic patterns of children with various visual pathologies' mental development do not differ from the development of typical children. But at the same time in the adaptation of visually impaired children there are certain features in connection with which education and upbringing has its own special tasks and principles aimed at restoring, correcting and compensating for impaired and underdeveloped functions, preparing for social life. It should be noted that the specifics of education and upbringing of such children is manifested in the general patterns and specific features of children's development, reliance on healthy forces and their preservation, the possibility of using special forms and methods in work, redistribution of educational material and replacing the pace of its use. Also, visually impaired children need additional landmarks in space: guides, plates in large fonts, contrasting selection of certain objects. Creation of sanitary and hygienic conditions, the combination of correctional and educational work with treatment and rehabilitation is also quite important.

For the child's integration and full adaptation the attitude to the child with visual impairment should not differ from the attitude to other children. In the group with such a child, a friendly atmosphere to support the child and his/her self-confidence should be created. It is extremely important to follow the following principles: consistency, systematicity and consistency in the educational process; involving the child in play activities, group story games and providing the necessary assistance at the initial stage if necessary; encouraging the child to social interaction and contact with others; development and use of compensatory functions of the child.

Thus, the successful adaptation of the child to the educational environment in preschool is an extremely important factor in the formation and formation of the child's personality traits that will determine his social behaviour and will ensure further integration into society. An important condition is pedagogical work aimed at

creating a positive and friendly atmosphere and the use and development of compensatory functions of a child with visual impairments.

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