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Personal development of junior students from deprivation of sensory systems in special boarding school

Abstract. Purpose: to identify ways and a content of the personal development of younger pupils with sensory deprivation in the process of adaptive physical education (APE) of a special boarding school. **Material and Methods:** the content of the personal development of younger pupils with sensory deprivation systems was opened with the help of the analysis and synthesis of the literature. **Results:** defines the purpose and components of personality formation and primary school children ways for effective student-centered approach to raising a child with special needs and abilities. **Conclusions:** outlines ways to implement the goals and objectives of personal-centered approach in the process of adaptive physical education in the primary school children with sensory deprivation in a special boarding school.

Keywords: deprivation, sensory system, personal development.

Introduction. The special general boarding school faces a problem of a search of ways of the improvement of study and education of persons with deprivation of sensor-based systems for the purpose of the solution of important pedagogical tasks at the present stage of its development. The attention of a special school is directed on updating of contents and technology of education which changes emphasis on a formation of deeper, than earlier, differentiation and an individualization of the process of study, to the development of vital competence and creative abilities, social adaptation of children (T. A. Basylova, E. L. Goncharov, A. G. Zikeev, T. S. Zykova, O. I. Kukushkina, I. Y. Levchenko, V. I. Lubovsky, L. I. Plaksina, E. G. Rechitskaya, I. L. Solovyova, etc.).

The corectional orientation of the teaching-educational process is one of the principles of the work at special boarding schools for children with deprivation of sensor-based systems, the main theoretical concept of which is studying and understanding of features of the development of a child with limited opportunities, its difficult forming system of the mental activity which displays an individual structure of defect and compensatory processes [1; 2]. In the researches of R. D. Babenkova (1983), I. S. Beritashvili, N. G. Baykina (1992), B. V. Sermeyev (1990), A. A. Dyachenko (2010); O. A. Yurchenko (2013); O. A. Afanasyeva (2014) features of the development of children with deprivation of hearing and sight, their difference in comparison with healthy coevals are noted. Violation of visual and acoustical function limits the personal development and interpersonal contacts with age-mates that leads to the impoverishment of social experience of communication, imperfection of the interpersonal relations; slow rate of the development of social perception and reflection [8–11]. The younger school age – time when to put is improved by motive abilities and to develop personal qualities, become more independent, self-sufficient though the behavior of children of younger school age with special requirements and differs in a situativeness, strong dependence on a life situation (K. G. Korovin, 1995).

In this regard the importance of studying of a problem of the personal development and the interpersonal relations of children with deprivation of sight and hearing grow in a special boarding school [3; 6; 7; 9; 10].

Communication of the research with scientific programs, plans, subjects. The research is carried out according to the Built plan of the RW in the sphere of physical culture and sport for 2011–2015. The Ministries of Education and Science of Ukraine behind a subject 3.7 “Improvements of biomechanical technologies in physical training and rehabilitation taking into account specific features of a motility of a person”, number of the state registration is 0111U001734.

The objective of the research: to define ways and the content of personal development of a younger pupil with deprivation of sensor-based systems in the course of adaptive physical training of a special boarding school.

Methods of the research: analysis, generalization, systematization of references from the studied problem.

Results of the research and their discussion. It isn't simple to create necessary movement skills and abilities, and to bring up and to develop the identity of the child capable to the creative activity to self-development

and self-improvement at the modern special boarding school before the teacher on physical training a task is set [3; 8]. Presently the special school sees the main objective in education of the pupil as unique identity; in the creation of optimum conditions for its formation, personal development; in support on the way of self-determination and self-realization.

Emotional violations (anger, fear, confusion, alarm), violations of behavior (negativism, aggression, cruelty to coevals), quick frustration (hyperactivity, psychomotor violation, concern, nervous tics, spasm of an eyelid), violations of speech (autism, indistinctness, violations of facility of speech), addictions (sucking of a finger, biting of nails) are more shown at younger pupils with deprivation of sensor-based systems. A number of authors notes that the brake type of nervous system over exciting prevails at children with limited opportunities of sight and hearing of children (L. V. Sharipov, V. I. Sultanmurat, 1965; V. M. Rachmaninov, 1988). Changes of visual and acoustical perception are caused by the decrease in motive memory, any attention, especially at pupils of younger school age (T. V. Rozanova, 1978; A. V. Gogoleva, 1981).

At the same time negative personal education of a younger pupil with deprivation of sensor-based systems that appears at this age, is undesirable if it will not be eliminated in time, the prerequisite develop for different negative deformations in the development. Therefore it is important that the special place was taken by the work directed on the prevention and perhaps earlier recognition of negative personal properties of a child, on timely elimination of provocative conditions of the development of negative traits of character in the educational process of younger pupils with limited opportunities of sight and hearing.

The productivity of this work depends on the level of psychological competence of a teacher in many respects, on as far as he is guided not only in practical, but also theoretic-methodological problems of the personal development of children. Traditionally the personality is defined as a rather resistant set of mental properties of a person that appears from inclusion of the individual in space of the interpersonal relations (V. V. Davidov, 1996) in results. These theoretically right ideas of the nature of the personality were rather impressionable, especially in their practical application. However a similar interpretation of the concept "personality" unfairly long formed the basis for the manipulative forming pedagogical practice of a native school. As exit from this situation the concept which actively develops in modern pedagogics, personally focused to an approach in study which essence consists in an extract of the correct knowledge hidden in a person (G.C. Yakimanskaya, 2000).

Within this innovative concept the task of a teacher consists not in creating a spiritual structure of a child on some, let and to noble samples, and in creating conditions for the formation of the identity of each child according to her individually psychological features. In other words, such conditions under which the identity of a child who develops in the course of personalisation (formation), wouldn't block its essence (a kernel of the personality, identity, feature, the universal account) aspiring to an embodiment and, the main thing, wouldn't conflict to it. Scientists of the branch [2; 4; 5; 9] note that the problem of the creation of optimum conditions for the achievement of a personal social maturity, education, ensuring social activity of children with deprivation of sight and hearing has to be solved with the application of an integrated approach to a combination of the process of study, education and classes by physical exercises.

During this period the unconditional acceptance of the child with limited opportunities and special requirements is extremely necessary because in this case the adult refuses the manipulative forming pedagogics. From this relation the understanding of the purpose of personally-focused approach grows to the child – not to create and even not to bring up, and to find, to support, to develop the person in the person and to put in him mechanisms of self-realization, self-development, adaptation, self-control, self-defense, self-education and others, necessary for the formation of an original personal image and worthy human life for dialogical interaction with age-mates, the nature, the culture, the civilization (G.C. Yakimansk, 1993; 1999). It means that the contents personally-focused approach has to include everything that is necessary for the child with special requirements for the formation and the development of own personality, and to have the following components: axiological, cognitive, active-creative and personal.

The axiological component aims at the introduction of pupils to the world of values and providing them help in a choice of the personally-significant system of valuable orientations to them, personal contents. The cognitive component of the contents provides with scientific knowledge of the person, culture, history, nature as to a basis of the spiritual development. The active-creative component promotes the formation and the development in pupils of various ways of activity, creative abilities necessary for self-realization of the personality in knowledge of the world, work, culture, art and other kinds of activity. The personal component provides to

know itself, the development of reflexive ability, mastering ways of self-control, self-improvement, moral and vital self-determination, forms a personal position. The personal component is systemcreative in the contents of the personally-focused approach, and thus significantly differs from the traditional contents systemcreative component of which admits cognitive (V. P. Zinchenko, 1991).

Education of the identity of the child, that is her moral formation which doesn't need imposing and learning by heart any rules built in a certain sequence is key concepts of the individually-focused approach; the term "self-development" entered by the pupil Pestalozzi F. Frebel (1782–1852). There is a need of the personality for self-actualization from self-development positions as main driving force of the development of the personality, according to Charlotte Byuler (1983-1974). However directly the term "self-actualization" began to be used rather recently. In psychology the concept of self-actualization appears thanks to Abraham Maslou's works (1908-1970, the USA). He put a set of contents in this concept, but the most significant is: self-actualization is an aspiration to the creation, to self-actualization of what keeps within quality, potential.

Self-actualization is a desire of a person to self-actualize, namely – his aspiration to become that whom he can be. It is the full use of talents, abilities, opportunities and so on by a person. Maslou represented a self-actualized person not as an ordinary person, to which something added and as an ordinary person at which nothing is taken. Thus, the need of the younger pupil with deprivation of sensor-based systems in self-actualization, self-realization and creativity develops in APE by means of a number of ways by means of the individually-focused approach, and the need for self-actualization acts as a requirement of "growth" unlike requirements of "deficiency" that is extremely important for the child with special requirements (L. P. Kostjuk, 1995; V. V. Serikov, 1994; G. K. Selevko, 1998;).

According to A. Maslou, the tendency to self-actualization is the essence, the center of the personality, it is an aspiration of the person constantly to embody, realize, and subject himself, abilities, essence. Having analysed features of many people, Maslou allocated characteristics of self-actualization: more effective perception of reality and more comfortable relations with it; acceptance of itself, others, nature; spontaneity, simplicity, naturalness, centerness on a task (problem centration); some disconnect and need for loneliness; autonomy, independence of cultural carriers; constant freshness of feeling of participation, unification with others; deeper interpersonal relations; democratic structure of character; distinction of means and purpose, good and evil; sense of humour; self-actualized creativity. Self-organization – is a property of any personality to self-development by means of completion, "peeling", from himself new more vital structures for the purpose of self-improvement and personal growth and development (D. I. Orlov, 1995) is one a quite more important concept of the personally-focused approach in physical training of younger pupils.

Conclusions. The younger school age – is a favorable stage for the formation of the base of the mature personality with deprivation of sensor-based systems. However unevenness of the development of strong-willed qualities and differences in strong-willed regulation of separate kinds of activity, even at the same child are peculiar to children of this age. The purposeful development of the qualities defined as key concepts (self-development, self-actualization, self-organization), allow defining ways of the realization of the purpose and tasks of the personally-focused approach in APE of children of the younger school age with deprivation of sensor-based systems which are that a real interaction between the teacher and the pupil is possible only when it is built on the basis of reference points for the general creativity in study and education that create external nutritious for the environment of manifestation of internal sources of self-development and self-organization, and not just on the basis of usual methods of transfer of knowledge and the formation of experience of behavior.

Prospects of the subsequent researches consist in the development of a program of the correction of the personal development of a younger pupil with deprivation of sensor-based systems by means of adaptive physical training in the course of study at a special boarding school.

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