



PRELIMINARY CONSIDERATIONS ABOUT CHILDREN IN NEED OF SPECIAL HELP

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Abstract:

This article presents early views of children with special needs and views of people with disabilities by scholars.

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The problems of teaching the development and socialization of children with special needs are considered in a number of humanitarian sciences: cultural studies, pedagogy, psychology, religion, sociology, physiology, philosophy. Theoretical concepts that can be the basis for studying this problem have been developed.

In this regard, it is appropriate to analyze the main approaches that have occurred in the history of the science of problem solving and developed by modern researchers.

A.D. Ursul, doctor of philosophy, professor, synergetics, specialist in the relationship between philosophy and natural science, believes that scientific justification of fields of knowledge is primarily based on philosophical methodology.

Due to its complex nature, the problem of educating children with special educational needs in a general educational institution, located at the intersection of philosophy, psychology, pedagogy and physiology, is a common subject of various disciplines.

The analysis of humanitarian knowledge allows us to conclude that the problem of educating disabled children and involving them in society is fully reflected in the theory of social construction based on phenomenology, philosophical and moral teachings, humanistic psychology and pedagogy, research. in special pedagogy.

In the researches of N. M. Nazarova, one can come across the idea that a new view of the disabled person was proposed, first of all, by the philosophy of existentialism.





Philosophers put forward the idea that each person acts as a unique, unique and free individual.

The German Enlightenment philosopher I. Kant considered it his duty to help people in every way, to selflessly contribute to their happiness, while realizing the obligations of a person towards others. I. Kant's service is to justify the need for charitable assistance by the state to the poor, the disabled and the sick. At the same time, F. Nietzsche's ideas about striving for perfection and overcoming painful symptoms paved the way for studying the possibilities of compensation for developmental disorders. In psychoanalysis (Z.Freud, A.Adler, K.G.Jung), the appearance of neurotic symptoms is related to the suppression of unconscious impulses under the influence of repressive prohibitions of culture, and the treatment of neuroses is achieved by releasing one's intentions. unconscious when they are done. Within the framework of the problem, A. Adler's idea of the development of a disabled child as a process aimed at compensating the social adaptation and social deficiency complex is important.

In the context of the philosophical and moral teachings of V. V. Zenkovsky.

B. S. Bratus, L. N. Tolstoy, S. L. Bratchenko and others. The main principle is the principle of individuality. According to V. V. Zenkovsky, there is no single ideal for everyone; each individual has their own path of development. Education of individuality is the main goal of pedagogical influence.

Russian psychologist, philosopher and theologian V. V. Zenkovsky compares the child's personality to a "chameleon", in which there is nothing complete, the child is constantly developing, constantly moving from one step to another.

V.V. Zenkovskii, speaking about disabled children in "The problem of education from the point of view of Christian anthropology", emphasizes that it is true to recognize that the colorless nature is only a mystery, the examples of the transformation of intellectually underdeveloped children into rich gifted natures. We. Thus, the philosopher emphasizes the need to educate absolutely all children.

Special attention should be paid to works whose subject area is the analysis of children's physiology. A review of the main scientific approaches to the problem of teaching children with special educational needs, according to local and foreign psychologists, originates from the research of I.P. Pavlov. Regarding the issue of the plasticity of the nervous system and its ability to develop and improve, he emphasized that nothing remains inactive and relaxed, and everything can be achieved and changed for the better by organizing appropriate conditions.

The development process of a child with a certain type of damage to the nervous system is very specific, it is accompanied by the introduction of compensation mechanisms. The most common form of compensation is compensation through the





reconstruction of impaired functions. Given this fact, we can assume that any child has the ability to develop, but for each child this ability is individual and unique.

This mold L.S. Vygotsky's teaching tells about the complex, systematic structure of the defect reflected in it. He wrote that even with the loss of any mental function, due to the plasticity of the psyche in general, mental development sufficient for social adaptation of a person is possible. This conclusion confirms the statement of experts about the possibility of compensating impairments based on preserved functions.

Thus, the recognition of equal rights to exist, regardless of developmental characteristics, is indicated in their works by philosophers and physiologists of various directions.

The second aspect reflects philosophical and pedagogical concepts based on the understanding of disability as a social phenomenon. Representatives of social phenomenology (P. Berger, T. Lakman, T. Parsons, V. Dilthey) considered the problems of atypicality, otherness of the disabled person and his illness as a socio-cultural phenomenon, as a specific role assigned to a person. social environment. In our opinion, it is this concept that can affect the elimination of symbolic barriers between the healthy part of students and children with disabilities.

Even T. Parsons came out with the thesis that disease is essentially a social phenomenon. A person's situation can be perceived differently by the person himself and by others, and can also have different consequences for the participants of the interaction, depending on the context of the situation in question. In light of this, it is important to understand the disabled person's experience of living with their disability.

The theory of construction of social reality by P. Berger and T. Lukman reveals how a person creates a social reality and how this reality creates a person. Using P. Berger and T. Lukman's description of the differences in social reality inherent in the process of primary and secondary socialization, we emphasize that disabled people live in a world defined by people with limited health. Consequently, in a society where a disabled person is given the role of "sick" and "needy", a disabled person has the opportunity to isolate a part of himself and the reality that accompanies him. In other words, the old social reality needs to be redefined. Thus, the formation of the image of the disabled depends entirely on the society.

In this regard, more promising in terms of understanding the problem of joint upbringing of children, in our opinion, is a concept based on the theory of social construction. Emphasizing the productivity and pragmatism of this concept, we emphasize that this approach to disability is in the process of formation. These ideas were first presented in the works of E. R. Yarskaya-Smirnova.





Based on the theory of social construction, the state of the human body can be perceived differently by the person himself and others and have different consequences for the participants of the interaction depending on their gender and age, cultural traditions and social conditions, i.e. . the context of the situation in question. If so, then disability can be understood not only as a physiological pathology of the body, a defect in a person's appearance or behavior, but also as a social definition, a label that can be attached to a person by some. this situation is considered a deviation from the accepted social system. By changing the social environment, moving to another social group, we can remove this sign from ourselves or change it to another, which will limit our opportunities to a lesser extent.

Consequently, representatives of social groups with a low level of education can fully participate in the educational process in order to become full-fledged citizens, representatives of modern culture and benefit society. However, this is possible with a change of attitude on the part of society, that is, it can provide the possibility of self-determination on an equal basis. The third aspect of the problems includes a real analysis of the psychological, pedagogical and methodological foundations of education and integration of children with special educational needs.

L.S. . Based on Vygotsky's concepts, the cultural and historical origin of the psyche and the formation of higher mental functions, the laws of mental development in normal and pathological conditions, the leading role of learning in the development, it can be noted that any function in cultural development. appears on the stage twice, in two plans, first - social, then - as psychologist L. Rubinstein clarifies this idea, external causes act through internal conditions, and they themselves are formed as a result of external influences emphasized. This means that a person's mastery of certain methods of action and knowledge is a necessary condition, his internal state, a certain level of development of mental abilities, and this mastery, in turn, leads to the creation of conditions. to master more complex methods of action and knowledge.

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