

School Readiness Of Children With Intellectual Disabilities

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Abstract: This article is based on the relevance of preparing preschool children for school with a disability in mental development. The article cited the empirical research methodology and results aimed at determining the level of school readiness for children in this contingent.

Keywords: Children with mental developmental disabilities, school, preschool age, readiness for school, voluntary attention, personality.

Introduction: As the first stage of continuous education, attention to preschool education is expressed as a concern for the development, maturity of the individual, and the upbringing of happy children. Therefore, the work to be carried out on the basis of this resolution will further improve the preschool education system, making it more effective and modern. The topic of education of mentally retarded preschool children is currently very relevant. It is important to diagnose developmental disorders at an early age for the adaptation and further development of the child. The importance of preschool education in intellectual disability is very high. With the correct organization of the educational process, it is possible to correct the child's lagging functions, prepare him for studying in a specialized school, and adapt him to society. Therefore, among the most pressing problems in the education of school-age children with intellectual disabilities, one can note the need to study effective methods and conditions for preparing them for school.

First of all, it should be noted that school education and educational activity are far from clear concepts. With the modern organization of school life, as V. V. Davydov and D. B. Elkonin noted, educational activity does not develop in all students, and the mastery of educational activity often occurs outside the school framework. Therefore, the problem of psychological readiness for school should be understood not as psychological preparation for existing traditional forms of education and life, but as the presence of the necessary conditions and resources for educational activity in preschool age.

Readiness for school includes a certain level of

development of mental activity, cognitive processes, the ability to accept the social position of the student, voluntary regulation of cognitive activity and behavior. An empirical study was conducted to study the readiness of children with intellectual disabilities for school. The research base was formed by specialized preschool educational organization No. 480. As participants of the study, 10 children - graduates of preschool educational organizations - were selected from among older preschool children. When conducting an empirical study, the following tasks were set: to determine the readiness of preschool children with mental retardation for school, to compare diagnostic results, and to determine the level of formation of functions important for school education. The empirical study consisted of 5 blocks:

Block 1. Diagnostics of voluntary attention and regulation of activity (methodology "Uycha" by N. I. Gutkina, "Graphic pattern", "Comparison of images").

Block 2. Diagnostics of mental development ("4th plus" methodology).

Block 3. Diagnostics of general awareness and speech development (in a free conversation).

Block 4. Diagnostics of abilities important for education (methodology "Making a Christmas tree" by U. V. Ulenkov)

Block 5. Determination of the level of formation of educational motivation (based on the questionnaire of L. I. Bozovich and N. I. Gutkina).

According to the results of empirical research, children with intellectual disabilities were divided into 4 levels (Fig. 1):

Level 1 - children objectively evaluate the results of the tasks they have completed, understand the principles of completing tasks, compare them with a model based on clear logical rules. According to the results of the study, children with mental retardation in the group of preschool children of the 1st level were not identified and amounted to 0%.

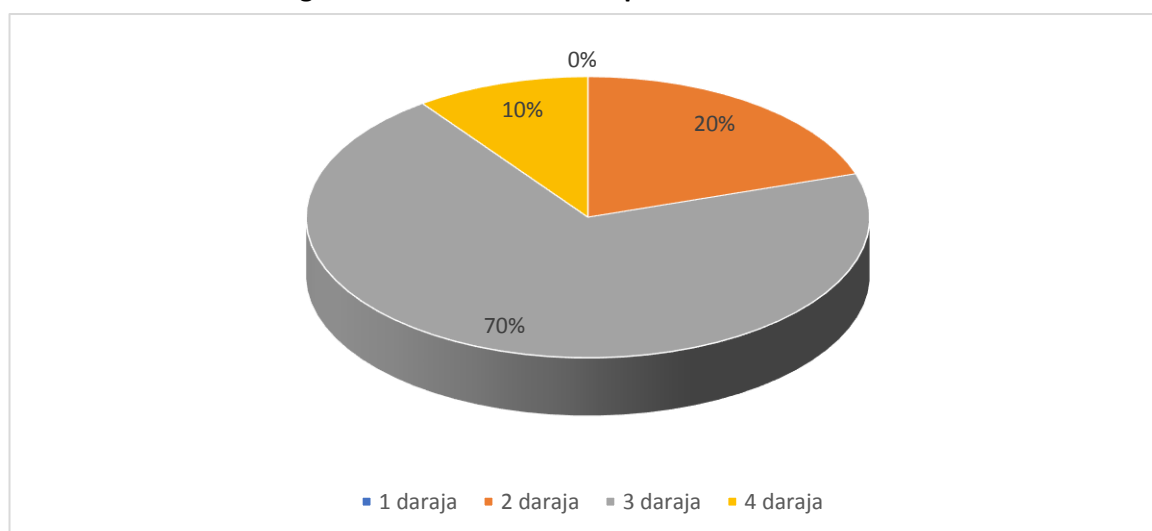
Level 2 - children rush to complete the task in a way that is not directed towards a common goal, do not achieve the desired result and do not understand this. Do not compare the result of their work with the model at will. They make the comparison after the researcher has finished and only then begin to independently correct their mistakes. Among the study participants,

children at this level accounted for 20% (2 children).

Level 3 - children perform the task through repetition, and as a result, they still make mistakes. Do not notice the mistakes and inadequately assess the result of their work. Unable to explain their actions in detail. Among the study participants, children at this level accounted for 70% (7 children).

Level 4 - children partially accepted the goal. They understand where to place the shapes, what to draw. They do not understand what the sample is for. They are satisfied with the result even if they do not complete the task correctly. They inadequately evaluate the results of their work.

picture 1. Results of testing school readiness skills in preschool children with intellectual disabilities



The results of the empirical study showed that children with intellectual disabilities have external, positional and game motives, which indicates that learning motives are not formed.

Thus, it can be seen that children with intellectual disabilities have a low level of learning ability. Preschool children who participated in the empirical study are distinguished by some features of cognitive activity: children's attention is characterized by instability, the speed of performing perceptual operations decreases; limited memory capacity, slowness of memory, small volume. By preschool age, logical thinking was not formed in children of this contingent, which was manifested in the following: children were able to perform the generalization operation only on the basis of the demonstration, children had difficulties in generalizing based on the material of the verbal task.

Children with mental development problems showed intellectual and personal deficiencies in their readiness for school. Poor general physical condition, poor performance, rapid fatigue, and instability of attention led to poor performance.

Common reasons that delay the formation of school readiness in mentally retarded children: inertia, rigidity of nervous processes, which leads to a decrease in performance, increased fatigue and distraction, lack of purposeful actions, decreased interest in the environment; low level of activity in obtaining a target in the environment; underdevelopment of motor skills associated with the limitation of practical sensory experience; insufficient activity, imperfect interaction of analyzers, which makes it difficult to accumulate sensory experience; late and defective development of speech (poor vocabulary, difficulties in formulating one's own statements, misunderstanding of speech addressed to the child).

Early start of corrective work with a child with intellectual disabilities allows to mitigate the defect as much as possible and prevent the emergence of secondary defects. A system of corrective and developing activities aimed at the development of all aspects of the child's personality helps him master the basic skills of socialization.

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