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Formation of orientation in micro-spaces pupils with deafblindness

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UP-TO-DATE

- ▶ Formation of spatial ideas in children is an important part of the development of spatial thinking, as they are the basis for developing the spatial awareness skills based on understanding the spatial relations. I.A. Sokolyansky (1962), A.I. Meshcheryakov (1974), O.I. Skrokhodova (1990), A.V. Suvorov (1996, 2018), A.Ya. Akshonina and G.V. Vasina (2006, 2008), etc. have studied the spatial orientation of the deaf-blind.
- ▶ Theoretical and methodological analysis of these studies has led to the conclusion that the development process of spatial orientation in deafblind people requires a special organization.
- ▶ In our study, we decided to explore possibilities of a special organization of the development process of spatial orientation of deafblind pupils in micro-space with the use of psychotechnic games.

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- ▶ For the first time in defectology, psychotechnic games were used by D.M. Mallaev when developing the motor activity of blind and visually impaired preschoolers (1993). Subsequently, they were used for special and formative work with other categories of children with disabilities (D.M. Mallaev, D.I. Gasanova, 2018)
 - ▶ The importance of psychotechnic classes with children depends largely on pedagogical excellence and a teacher involvement in the game. Incompleteness, variability and flexibility of the system of psychotechnic games, exercises and tasks allow us to model them, adapt them to different activities, different tasks of mental training and psychologic and pedagogic work with deafblind children. The study topic was defined by urgency of the problem under study, its inadequate scientific-theoretical and practice status.



To find out possibilities of using psychotechnic games for the development of spatial orientation in deafblind schoolchildren, we organized and conducted experimental work at the premises of a special educational institution, the structural components of which were:

- ▶ study of school documentation (pupil's personal records, their medical records);
- ▶ observing pupils at different regime moments of school life (in the classroom, recess, extracurricular activities, walking);
- ▶ conversation with students, teacher, educator;
- ▶ taking a development survey of spatial ideas and features of micro-spatial awareness;
- ▶ conducting classes on micro-spatial awareness development using psychotechnic games.



Results of the research

- ▶ The results of psychology and pedagogical survey proved that this category of children have a delayed development of spatial orientation and have significant difficulties, which depend on the nature and degree of visual pathology, and, as a rule, poor living conditions during early childhood.
- ▶ Therefore, one of the most urgent problems of development and education of schoolchildren with hearing and vision impairments is the problem of teaching them orientation, social and domestic autonomy and mobility. The teacher-defectologist has the leading role in this study.
- ▶ To ensure targeted planning of special and pedagogical work in this direction, the priority task is to identify the initial level of readiness to learn spatial orientation, sensory and general development necessary for learning, individual characteristics of space mastery and reasons for failure. It should be noted that two groups certainly stand apart among schoolchildren: children who experience fear of space, feel constrained, and children with significant disinhibition of motor system.

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- ▶ Based on the results, the need to develop a system of special classes and activities for the development of spatial orientation as part of the early social integration of deafblind schoolchildren at each age stage was confirmed. It should be emphasized that the efforts to develop spatial ideas are comprehensive, subject to close cooperation of all specialists.
 - ▶ The first stage of work includes teaching children orientation relative to themselves. The development of ideas about the directions which objects are located in (left, right, front, back) is particularly challenging. These difficulties are overcome in the process of learning orientation in group classes, in classrooms of the special school.
 - ▶ At the second stage, children are introduced to the principles of orientation relative to objects in parallel with consolidation of already acquired spatial skills and knowledge. Experience has shown that this work is particularly difficult for children with amblyopia and strabismus, since, in most cases, they do not have binocular and stereoscopic vision. This limits distinguishing abilities of remote viewing, makes it difficult to differentiate the depth, remoteness, length of space and necessitates the search for alternative forms of study that enhance the participation of children in this process.



Psychotechnic game as a version of didactic game is an active activity that has a significant impact on the development of all sides of the psyche. Theoretical analysis of the problem of psychotechnic games is to be seen in national psychology in the works of N.V. Tszen, Yu.V. Pakhomov, D.M. Mallaev, D.I. Gasanova, etc.

Psychotechnic games can take on different roles:

- ▶ - educational - includes teaching children the elements of psychotechnics aimed at the improvement of memory, attention, brain building, etc.;
- ▶ - communicative - players grouping, emotional bonding, establishment of mutual respect;
- ▶ - relaxation - removal of emotional tension, acute neurotic reactions, neutralization of emotionally negative experiences and fears;
- ▶ - entertaining - creation of a favorable atmosphere in a group of players, making psychotechnical games into fascinating, interesting, informative event.

We took as a basis the educational function of psychotechnic games including also dimensional orientation training.

Play-based task «Acrobat»

- ▶ **Purpose:** development of attentiveness, concentration, building knowledge about movements in space.
- ▶ **Content and methodology of the play-based task:** a group of children sits in a row. The teacher stands in front of them. One child is chosen to play the role of "acrobat." Acrobat should be able to execute 4 commands. "Right turn!" - by this command the "acrobat" makes a 90-degree turn over his right shoulder. "Left turn!" - he turns in the opposite direction. "Forward!" - step forward. "Back!" - step back. Once all participants are familiar with the rules of game, they sit in a circle and keep an eye on the acrobat's movement, which each participant gives a command in turn. Those who could not at some point keep track of the game, go out of the circle: and they do it until the winner is decided on. As an alternative, the acrobat can execute more complex commands, such as "Two steps to the right!", "Two steps to the left!", etc.

Conclusion

- ▶ The orientation skills, the ability to use visual cues, verbal instructions about the location of an object in space are consolidated at physical training sessions.
- ▶ Different game techniques aimed at hand-eye coordination, development of function tracing oculomotor muscles, organically intertwined with remedial classes. Children are offered to put together images of objects, characters of fairy tales in a required order; find an object in relevant row and column; duplicate the image according to sample; finish the symmetrical object; solve graphic educational tasks.
- ▶ Thus, the use of psychotechnic games when developing micro-spatial awareness is still a little-studied way of working with deafblind children, but it has a great potential.



THANK YOU FOR YOUR ATTENTION!