

Emotional Intelligence Development Using Neuropsychological Exercises Based on Musical Fairy Tales in Children with Intellectual Disabilities

Irina S Glinskaya*

School No. 5 for Students with Disabilities, Shchelkovo, Russia

*Corresponding Author: Irina S Glinskaya, School No. 5 for Students with Disabilities, Shchelkovo, Russia.

Received: November 12, 2021; Published: January 24, 2022

Abstract

The program belongs to the correctional-developing psychological and pedagogical direction. This program is aimed at developing the emotional intelligence of children with intellectual disabilities using musical fairy tales. The problem of developing the emotional intelligence of children with disabilities is very actual. For a child to feel equal in communicating with others, confident, proactive, it is necessary to prepare children not only intellectually, but emotionally. And the use of musical fairy tales gives a wide range of characters' images, supported by musical accompaniment for the interpretation and verbalization of the emotional states of the characters. The program involves a whole range of psycho-preventive measures aimed not only at the development of emotional intelligence, but also at the use of neuropsychological correction methods that affect the development of the cerebral hemispheres and their interaction. Taking into account this factor, the lessons according to the program make it possible to apply in practice the whole complex of neuropsychological exercises through the transfer of characteristic features and actions of characters with the help of movements, which makes the complete training of the "brain" available for children with intellectual disabilities.

Keywords: *Development of Emotional Intelligence, Neuropsychological Correction, Musical Fairy Tales, Students with Intellectual Disabilities, Musical Complexes*

For citation

Glinskaya I.S. Emotional Intelligence Development Using Neuropsychological Exercises Based on Musical Fairy Tales in Children with Intellectual Disabilities. *Vestnik prakticheskoi psikhologii obrazovaniya = Bulletin of Practical Psychology of Education*, 2021. Vol. 18, no. 1, pp. 8–13. DOI:10.17759/bppe.2021180101 (In Russ.).

Description of the goals and objectives of the program

Target programs - development of emotional intelligence based on musical fairy tales in children with intellectual disabilities of preschool and primary school age.

Tasks programs:

- Correction and development of the emotional-sensory sphere, teaching children to understand and be aware of emotional experiences and states;
- Assistance in the correction of negative manifestations of the emotional-volitional sphere of children;
- Assistance in the formation of a full-fledged social position of the child;

Citation: Irina S Glinskaya. "Emotional Intelligence Development Using Neuropsychological Exercises Based on Musical Fairy Tales in Children with Intellectual Disabilities". *EC Psychology and Psychiatry* 11.2 (2022): 80-84.

- Formation of a common base of movements;
- Assistance in correction and development of coordination abilities and motor actions in children;
- Promoting the development of mental processes and improving the functioning of the brain.
- Distinctive features of the program:
- Correctional and developmental resources;
- Psychocorrectional resource;
- Technological resource: 1) development of emotional intelligence; 2) development of the motor base; 3) development of speech abilities.

Age and characteristics of children involved in the implementation of the program

This program is designed to work with children with intellectual disabilities of primary school age, taking into account individual characteristics.

Features of children with intellectual disabilities of preschool and primary school age consist in a low awareness of both their own experiences and the experiences of other people, as well as the inability to understand the reasons for their occurrence [1-6].

In the general set of personality traits of children with intellectual disabilities, great importance is attached to the development of emotional intelligence, which is a stimulator of human activity. Psychological and pedagogical science has revealed that children with intellectual disabilities experience difficulties in verbal interpretation of emotional states:

- self-perception is non-critical,
- the perception of other people is superficial, indistinct,
- images of emotional states are not verbally reproduced,
- there is a poor supply of concepts denoting an emotional state,
- other people's states are misinterpreted.

Therefore, it is very important, knowing the peculiarities of the emotional sphere of children with intellectual disabilities, to skillfully influence them, thereby laying the foundation for the development of emotional intelligence. For a more effective socialization of a child in society, it is necessary to develop his adequacy in expressing his own and understanding other people's feelings, to expand the repertoire of options for social behavior, ways of getting out of life situations. In this connection, at the stage of learning according to the program, the child can successfully master the means and methods of elementary analysis of his own behavior and the behavior of other people.

The program is aimed at solving one more problem - the formation of a common motor base and the promotion of the development of mental processes and improvement of the brain.

The majority of children with disabilities have lags in the development of static and motor functions, and there are disorders in the formation of the musculoskeletal system. Many children have violations of the act of walking and running: in some they are sluggish and sluggish, in others they are sharp with excessive movements. Many defectologists note that children with SV have a peculiar motor appearance, pointing to the signs of "motor infantilism", reflecting the delay in the ontogenesis of motor function, the maturation of cortical mechanisms that inhibit the child's motor activity.

Taking into account the specifics of children with intellectual disabilities, when carrying out correctional and developmental work on this program, neuropsychological exercises are used, the effectiveness of which is noted by modern psychological and pedagogical science. The use of methods of neuropsychological correction, which include stretching, cross (reciprocal) exercises, exercises for the development of coordination of movements and fine motor skills of the hands, games for relaxation and visualization, allow you to create new neural connections and improve the work of the brain, which is responsible for the development of mental processes and intelligence. The development of intelligence directly depends on the formation of the cerebral hemispheres, their interaction. Musical fairy tales, according to which motor complexes are composed, contribute to the activation of the motor activity of children with elements of dramatization. Under these conditions, the child is given the opportunity to emotionally and motorically transfer the image of the characters of musical fairy tales.

The program is designed to promote an emotionally positive attitude towards various life situations, which children get to know through fairy tales. In the course of conducting classes within the framework of the program, conditions are created for achieving the unity of emotional and cognitive development, for children to acquire some speech and non-speech skills of expressing emotional states.

When compiling the program, the following requirements were observed

- Plots of fairy tales should be accessible for the perception of children, they were selected taking into account the characteristics of the age of the participants and the degree of intellectual disabilities.
- The soundtrack of a musical fairy tale must be of good quality.
- It is advisable to use pieces of music in sizes 2/4, 4/4 and 3/4. Musical fairy tales were broken up into plot compositions that were filled with movement.

tel complexes with the use of neuropsychological exercises. Each composition requires various physical costs, therefore motor complexes alternate throughout the entire musical fairy tale - from the most calm to the most mobile and difficult.

Conditions of conducting

Classes are held in a spacious, well-ventilated room, free from desks or tables, in which there is a carpet or it is possible to use gymnastic mats.

List of educational and methodological support:

- phonograms for musical fairy tales and complexes;
- technical means for playing a phonogram (tape recorder, speakers, etc.);
- text of a fairy tale with illustrations or video fragments of the studied fairy tale, reproduced on a computer screen;
- gymnastic equipment according to the number of children: balls, hoops, jump ropes, gymnastic
- sticks, etc.;
- carpet (pile floor covering) or individual gymnastic mats;
- floor markers for placing children in space and orientation during rebuilding.

Duration of the program in the academic year

Classes for each complex are designed for one half-year, a total of 16 classes with a frequency of meetings once a week for 1 academic hour. During the academic year, children go through two fairy-tale musical complexes, which are selected depending on the level of difficulty and fitness of children (based on the results of diagnostics of the level of sensorimotor development).

Form of classes: group (4 - 12 people).

Program performance and how to track it

In order to track performance, incoming and final monitoring is carried out.

The research program is based on:

- in order to study the level of understanding of human emotional states and the reasons for their manifestation - the methodology "Study of children's perception of graphic images of emotions" (M.V. Korepanova, E.V. Kharlampova) and the method "Choose the right person" (R. Temml, M. Dorki, V. Amen), adapted to the characteristics of children with ID (ID);
- for the purpose of studying psychomotor development - diagnostic tasks of N.I. Ozeretsky, M.O. Gurevich.

Lesson structure

The program is based on the content of musical fairy tales. Musical complexes prepared by N.A. Fomina for role-playing rhythmic gymnastics for the physical education of preschoolers, divided into musical compositions. The study of the complex occurs in stages: from studying the content of one composition to studying the next, gradually adding the studied compositions to the previously studied ones.

First block

The main goal is to repeat the motor compositions studied in previous lessons, to consolidate the sequence of events in a musical fairy tale. Such activity helps to tune children to the material being studied, to raise the general tone, to tune children to active work, to warm up the child's attention and interest in the lesson. The warm-up is based on the recollection and consolidation of the previously studied compositions of the complex. In terms of time, these exercises take 5-15 minutes.

Second block

Consists of a semantic perception of a story or a fairytale fragment tied to a specific musical composition:

- Watch or read a passage from a fairy tale;
- Work on issues aimed at understanding the plot, the emotional color of the heroes of this passage;
- Translation of the image and basic movements of the hero into elements of a musical composition using the movements recommended for neuropsychological correction.

In time, this part takes about 15-20 minutes.

Third block

imed at learning the movements of a musical composition associated with the semantic content of a fairy tale. The movements used in the composition are selected from exercises aimed at neuropsychological correction. The purpose of the exercises is to develop interhemispheric interaction based on the

principle of replacement ontogenesis. Interhemispheric interaction is of great importance for synchronizing the work of the cerebral hemispheres. It also has a beneficial effect on the development of memory, attention, thinking, speech. These exercises are performed for 10 minutes.

Fourth block

This stage helps to consolidate the studied compositions, to develop the accuracy of movements, to work on the emotional saturation of the image of the heroes of the compositions. Tasks can be of both group, subgroup and individual character. In time, this part takes about 10 minutes.

Bibliography

1. Buyanova A Yu. "Teoreticheskie aspekty razvitiya emotsional'nogo intellekta u detei doshkol'nogo vozrasta [Elektronnyi resurs]". *Obrazovanie i vospitanie* 3.3 (2015): 59–61.
2. Katasonova AV. "Efficacy of neuropsychological intervention in treating primary school children with mild mental retardation". *The Bulletin of Chuvash Psychiatry and Psychology*. 11.3 (2015): 69–82.
3. Korepanova MV and Kharlampova EV. "Diagnostika razvitiya i vospitaniya doshkol'nikov v Obrazovatel'noi sis- teme "Shkola 2100". *Moscow: RAO* (2005): 144.
4. Morgacheva EN. "Umstvennaya otstalost': kliniko-psikhologicheskoe izuchenie mladshikh shkol'nikov". Publishers in Moscow, Russia (2008): 420.
5. Sirotyuk A.L. "Neiropsikhologicheskoe i psikhofiziologicheskoe soprovozhdenie obucheniya". *Moscow: TTs Sfera* (2003): 284.
6. Fomina N.A. "Syuzhetno-rolevaya ritmicheskaya gimnastika. Metodicheskie rekomendatsii k programme po fizicheskomu vospitaniyu doshkol'nikov". *Moscow Balass* (2008): 144.

Volume 11 Issue 2 February 2022

©All rights reserved by Irina S Glinskaya.