

Game Activity as a Means of Rehabilitation, Habilitation, Education and Development of Children with Disabilities

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Game is a natural mechanism for understanding the world Vadim Demchog Every year, children with developmental deviations from the age norm come to preschool institutions. In addition to frequently ill children, these are children with increased fatigue, impaired concentration, poor memory, speech disorders, mental disorders, increased excitability, as well as autism, epilepsy, mental retardation, cerebral palsy, mental retardation. Such children need special conditions, regimen and specialized assistance. For a child with disabilities, the main thing is the acquisition of social experience together with peers, at an accessible level for him. Specialists: educators, speech therapist, psychologist, exercise therapy instructor direct their efforts to provide habilitation measures, rehabilitation, increase the adaptive capabilities of such children with a view to their further socialization in society. All specialists strive to ensure that the child learns the world in an accessible and convenient form for him, experiences the joy of communicating with peers, discovers new knowledge and develops.

In this case, the use of gaming technologies can help a child with disabilities. Based on the leading activity of preschool age, the game, we can solve educational and educational tasks with this category of children. The game helps to reveal the personality of the child, is a way of adapting his personality, helps to communicate with peers and adults, express their emotions and feelings, self-actualize and help in the study of relationships. Games aimed at developing and correcting the mental sphere of a preschooler help to cope with the manifestation of negative emotions, fears, gain confidence and teach how to communicate with children and adults.

In the game, you can simulate various situations, try on different roles, for example, professional or family. D.B. Elkonin, noting the educational function of the game, wrote: "A human game is an activity in which social relations between people are recreated outside the conditions of directly utilitarian activity" [3, p.123].

We understand all the difficulties of organizing a game with such children. It is difficult for them to learn the rules, unwillingness to comply with them, lack of patience and endurance. All this is not stubbornness, but intellectual disorders that are associated with a violation of the emotional-volitional sphere [4, p. 43].

However, it is the game for such children that is the surest means for learning, development and education, because. affects the most significant aspects of personality development, including many mental operations and processes: imagination, thinking, attention, memory, speech. In the process of play, the personality of the child as a whole develops.

According to P.P. Blonsky, the game is a "great teacher", in which the child expands his orientation, exercises his strength, assimilates and reproduces social experience, learns to understand and combine the phenomena around him.

For the social and mental maturation of children, according to V.V. Blonsky, the game is an important and main form of activity.

L.S. Vygotsky considered play as a source of personality development. It is she who creates the “zone of proximal development” for the child, which leads the child further, and is the leading activity for him, thus determining the development of the child. [1, p.23].

A.N. Leontiev emphasized the qualitative indicators of leading activity, which are that “We call leading activity such an activity in connection with which the most important changes occur in the child’s psyche and within which mental processes develop that prepare the child’s transition to a new, higher level of his development” [2, p.125].

Through play, the child develops. Asking to be aware of his own characteristics, he learns to comprehend and model his behavior, taking into account the possible reactions of others. The founder of the school of psychoanalysis, Z. Freud, highly appreciated the game, considering it a method of learning and correcting the personality of a preschooler. [5, p.78].

With the help of the game, a tool for enhancing the cognition of a preschooler with disabilities, it is possible to develop the need and sustained interest in cognitive activity, correction of the HMF, intellectual and emotional-behavioral spheres.

The model of pedagogical interaction of the correctional and developmental process involves both group and individual forms of interaction with a child with disabilities. Classes in preschool educational institutions are characterized by a high pace, they require energy from a pupil with disabilities for a certain time. To relieve fatigue, it is advisable to optimize activity, including physical, mental and emotional activity. It is appropriate to include physical exercises, eye exercises, breathing exercises, relaxation pauses that will help keep the motivational background and strengthen the correctional and developmental focus of the lesson, performing the health-saving function of the lesson.

The psychological well-being of a child with disabilities in the team is ensured by the recognition of his society, which also contributes to the successful correction of mental and intellectual disorders. Here, games, holidays, competitions, excursions, and entertainment have proven themselves well. It is appropriate to use methods and techniques: music therapy, puppet therapy, fairy tale therapy. Using the equipment of the cabinet with the equipment under the program “Accessible Environment”: sensory simulators, dry pool, sand therapy, lacing, E. Seguin boards, etc. have a proven positive effect on the correction of the development of children with disabilities. The form of conducting classes is possible both individually and in a group, depending on the tasks.

The game activity of a child with disabilities in a preschool educational institution with a protective regime, aimed at habilitation, rehabilitation helps him master the correctional and developmental program, improve his health, and socialize among his peers.

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