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The contents of educational environment for children with health restrictions in school conditions.

Goal-oriented and thorough formation of educational environment of the institution where the children spend the largest part of their life, it is very important for every school, especially for correctional school. [4, 5]. Educational environment is the major factor of the school life, because it creates common to humanity bases for child's vital activity in the society [3]. Personality environment determines his way of life, and all the attitudes, values and stereotypes are formed under its influence. [1]. Not every environment is able to become educational means. The child with restricted health abilities very often is alien and cannot get used to the environment, especially if it is far from his educational needs. [2]. That's why the aim of our experimental work is to define the contents of educational environment for children with restricted health abilities. The experiment was conducted in SEI LR "Siverskaya specialized (correctional) school – boarding school in Leningradskii region. 140 children from the age of 7 up to 17 with deviations in mental development, 30 teachers and 46 parents. Combination of theoretical and methodological tasks of research with solving problems of applied nature influenced the choice of methods, including the analysis of philosophical, psychological and pedagogical literature related to this problem, the analysis of pedagogical experience of specialized and secondary schools, pedagogical experiment (stating and forming), forecasting and constructing model of educational environment in a specialized school.

As we believe, the environment of correctional-educational institution will be educational if it can be characterized as a system of special psychological and pedagogical conditions, maintaining pupils' effective vital activity in the process of education directed to expansion of socialization possibilities.

The results of the research carried out let us distinguish the main components of educational environment as a system of special psychological and pedagogical conditions:

1. Socio-cultural (artistic-creative) component.

The aim of socio-cultural rehabilitation is the intensification of social adaptation and integration of the person, widening of his social links, restoring of his social status as an active member of the society. In the frame of this direction the following tasks are solved:

- realization of socializing and developing potential of leisure activity by creating conditions for full-value free time spending, for self-realization and self-assertiveness, spiritual communication, creative self-realization of children with deviations in mental development.
- personality development and formation of necessity in self-perfection, self-development by participating in different kinds of socio-cultural creation;



- development of new and support of traditional forms of leisure time spending;
- organization of wide-ranging communication of adolescents on the basis of common interests. The form of realization of these trends are: youth clubs, school amateur artistic work; groups of artistic development, creating special socio-cultural programs and projects («School of communication», «Life school» and etc), including interactive, dialogue, fiction and other methods.

2. Psychological-rehabilitative component.

The task of this component is forming of mental qualities and abilities of children with deviations in intellectual development, that will provide necessary motivation and achievements in different spheres of activity. The main issues of the program of psychological rehabilitation are:

- restoring and development of mental functions (memory, thinking, intellect, psychomotor system and etc);
- decreasing the level of local emotional dysfunctions (excitability, anxiety, emotional changeability and etc.);
- developing skills and abilities for will activity and mental self-regulation;
- forming adequate attitude to his or her own “Ego” (adequate self-esteem, understanding of the problems and possibilities);
- developing skills of creative self-expression and decision taking.

Psychological-rehabilitative programs are implemented in the following forms: psychotherapy; play therapy; bibliotherapy, psychological training and others.

3. Socio-adaptation component.

The aim of this direction of work consists in organizing social support for adaptation of the child with mental deviations. The main tasks:

- developing personality’s communicative culture;
- creating value attitudes and active stand in life;
- widening of the outlook;
- optimizing family relations.

The leading form of the child’s training in order to create skills of interaction with society is socio-psychological training, within the framework of such a training the child will acquire social skills and specific social experience how to find a place of work, how to treat people in the family, they learn what the friendship and fellowship are.

4. Physical education, Health –improvement component

The aim of this direction of work is using the socializing and rehabilitative potential of physical education. The tasks are:

- propaganda of physical education and healthy life-style;
- improvement of general level of children’s physical training, preservation of health and promotion of health;
- propaganda of empirical remedies and traditional health-improvement systems;



- creation of deep and complete knowledge of physical state and ways of its improvement taking into consideration real child's problems and needs.

The main forms: organizing of physical exercises and health improvement programs; conducting of therapeutic events, organizing of physical - rehabilitative groups; holding sportive, family holidays, sport games; giving health-improving and medical service.

5. Profession-oriented component.

The main challenge of this direction is preparing a person for independent work in real conditions of market economy obtaining skills, knowledge and experience in the recommended profession. The tasks of **profession-oriented trend**:

- providing adequate professional self-determination (the choice of profession according to individual abilities and social demand);
- creating value attitudes, motives towards certain kinds of professions;
- cultivating industry, initiative, evocation and entrepreneurial spirit.

The forms of organizing programs providing professional self-assertiveness – different kinds of role-plays, aimed to develop entrepreneurial spirit, to obtain skills of work in workshops, to receive experience of work in small firms, production co-operative societies (including collaboration work with parents, teachers, classmates).

6. Educational component.

The aim of this direction is integration of children with intellectual deviations into educational sphere, providing them necessary conditions for full-value education, cultural development and afterwards professional self-determination. The tasks of this work trend are:

- improving scientific and methodical bases of rehabilitation and adaptation work;
- generalizing and spreading out innovative methods and progressive technologies of complex rehabilitation of children with intellectual deviations.

The forms of work are organizing clubs, museums, conferences, seminars (for parents, teachers, and program innovators) at school..

7. Legal component.

The aim – defending and representing the interests of the children with deviations in mental development in the society. We have set the following tasks:

- organization of meetings of socio-political nature, directed to change the relation of society and the authorities towards problems of such children;
- changing of social policy towards difficult children;
- enhancing humanistic attitude towards children with problems in intellectual development from the society and some individuals;
- developing the experience of social collaboration.



The society attitude towards a child is realized through state social programs; organization of social control over formation of public opinion. The concrete forms of the activity aimed at social support are: creation and realization of address programs of financial help from lower-income families, legal and consultative support, creation of workplaces for such children, of seasonal work for children and their parents, assignment of columns in Mass Media destined to describe problems of the children of this category.

Literature

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