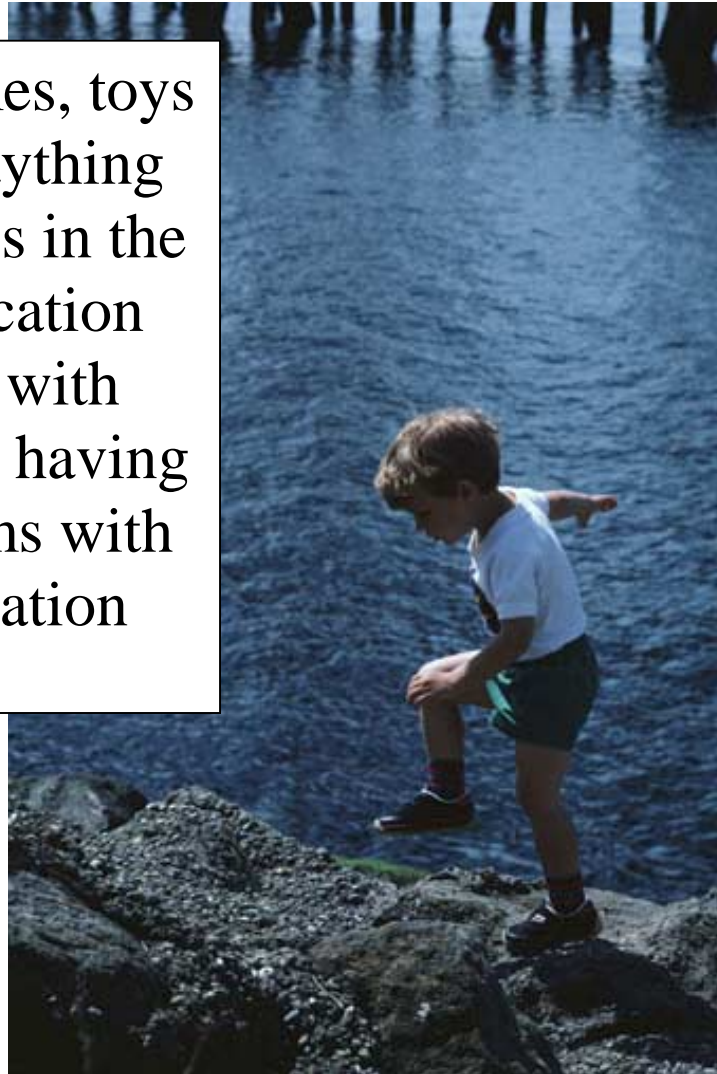


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and plaything
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Games, toys and plaything materials in the rectification work with children having problems with integration

The real conditions in our social life involve the enrollment of children having problems with integration in the children gardens (children having health problems, from families in the lowest income bracket, children having emotional problems). Teachers meet stressed difficulties:

- in the socialization of these children;
- in their incorporation with children groups;
- in their preparation for school.

Experience shows that pedagogues hardly cope with that problems of integration of such children and as a result they do isolate them.

Note: Under “children having problems with integration” we understood children having psychophysical problems – epileptics, asthmatics, having allergies, with slight forms of cerebral paralysis, having problems with intellectual development etc.; with social problems – orphans, half-orphans, in the lowest income bracket etc.; having emotional problems.

The aim of the project is:

1. Training of pedagogues for the creation of individual programs for children having problems with integration. The programs basically present: the constructive, imitative, musical and kinesis-therapeutical activities;
2. Selecting a group of professionals from supporting professions (psychologists, logistic pedagogues, social workers) in the working out of individual programs for the incorporation, in the work with children having problems with integration in the conditions of the children group.
3. Finding specific ways for cooperation in the pedagogic work with children having problems and children in norm.

The work with the pedagogues includes:

Realizing the necessity of special work with these children in the conditions of a children group;

Strengthening the “sensitiveness” to the problems of these children and acceptance of a specialized help in the solving of pedagogic situations;

The creation of individual pedagogic programs for every child, needing special cares includes:

- Introducing the teacher to the problem of the child;
- Usage of group of professionals in the preparation of individual program for every child;

“case work” – discussion of variations for the accomplishment of a specialized help for these children, conformable to the real quarter of the children gardens.

Cooperation of the pedagogic work with children having problems and children in norm.

There are discussed problems such as:

Organization of the quarter (toys, plaything materials etc.) for the realization of the pedagogic aims;

Development of a life quarter for the introducing and joining of the child to the quarter;

Creation of play corners, playing situations for self-dependent, specialized and integrating activity in the children group;

Selection and structuring of groups of children in norm and children having problems with integration;

What are the secondary aims of the project: in an open base should be placed the problem for the development of children having problems with integration in the conditions of the real quarter of the children garden; to be discussed the questions for integration of children in unequal state and the children in norm; to be discussed the real varieties of a specialized work with these children in the conditions of a children group.

Regarding the psychological ideas (J.Piaje, L.S.Vigotsky and others), it is necessary the educational-socializing programs for children having problems with integration to provide adaptable and variable process of studies, quarter and various means for the achievement of the educational aims, ranged in accordance with them.

Usage of games and toys with educational aim:

The usage of the constructing, artistic activities and games as a quarter and work for the realization of various aims is of stressed importance in the age of gaining and structuring personal knowledgeable experience for these children. It is connected with the obstacles of the mutual relations in the surrounding object world. The child is developed through the processes of its interaction with objects and materials in the surrounding world, through a system of practical activities and mental operations. Through the reflecting mechanisms of the censoring supported by ways of practical reorganization of objects is provided the possibility for: getting known with the inner sides, characteristics and relations of the object world; creation of images and operation with them. There is established a psychical basis for the development of the intellect as a complex phenomenon.

The attitude of children towards the surrounding reality is formed in that process. As a result children take possession of the characters of objects, fixing them in their sensations and perceptions, coding them in their knowledge of the material world.

Usage of games and toys with socializing aim:

The quarter is organized in a way that will help children having problems with integration to join, incorporate to their age-equals on the basis of their common entertaining activities. With that intent are used constructive and subject games. There are used general activities with emotional stress and manipulative characteristics.

On that base are worked out developing and educational individual programs for children:

With censor alalia;

With slight form of intellectual insufficiency;

With emotional instability.

Basic criteria in the structuring of individual educational programs for children having problems with integration:

The aims should be conformable to the state educational requirements;

The means and methods should be various, regarding the general and individual program for development and education;

The forms offered should be dynamic and mutually changeable, for the realization of an expedient regime of life and action in the children garden;

To be available time spaces for individual activities, conformable to the personal wishes and social necessities of the child;

Stressing on moments connected with the incorporation of the child to the outside quarter – environment and community;

Structuring suitable conditions providing the child's active participation in the artistically – productive activities (“interest groups”, “corners”, “work rooms” etc.)