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### STRESS CONDITIONS OF PRESCHOOL CHILDREN WITH MENTAL DISORDER

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*The article deals with the problem of stressful conditions of preschool children with mental retardation, having emotional, physical, social, intellectual, linguistic and other health characteristics, as well as their social adaptation to society, which is currently extremely relevant. The corresponding pedagogical conditions for the development of certain mental processes and qualities that are very difficult to form at later age stages are analyzed.*

*The practical experience of educating preschool children, which require special methodological approaches and the creation of a whole range of additional conditions, is summarized. Therefore, this article discusses the stressful conditions of preschool children with mental retardation and the principles of development of young children.*

*Particular attention is paid to the modern life of preschool children who are constantly faced with stress. The article is devoted to the peculiarities of psychological and pedagogical assistance to preschool children with mental retardation. As a result of the study, the experience of developing and implementing an early intervention program for children with multiple developmental disorders is recommended.*

*Key words: preschool children, children with mental retardation, mental disorder, child development, pedagogical conditions and support*

### СТРЕССОВЫЕ СОСТОЯНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА С ЗАДЕРЖКОЙ ПСИХИЧЕСКОГО РАЗВИТИЯ

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*В статье рассматривается проблема стрессовых состояний детей дошкольного возраста с задержкой психического развития, имеющих эмоциональные, физические, социальные, интеллектуальные, языковые и другие особенности здоровья, а также их социальная адаптация в общество, что является в настоящее время чрезвычайно актуальным. Анализируются соответствующие педагогические условия для развития определенных психических процессов и качеств, которые очень трудно сформировать на более поздних возрастных этапах.*

Обобщается практический опыт воспитания детей дошкольного возраста, требующих особых методологических подходов и создания целого комплекса дополнительных условий. Поэтому, в данной статье рассматриваются стрессовые состояния детей дошкольного возраста с задержкой психического развития и принципы развития детей раннего возраста.

Особое внимание уделено современной жизни детей дошкольного возраста, постоянно сталкивающихся со стрессом. Статья посвящена особенностям психолого-педагогической помощи детям дошкольного возраста с задержкой психического развития. В результате исследования рекомендуется опыт разработки и реализации программы ранней помощи детям с множественными нарушениями развития.

*Ключевые слова:* детей дошкольного возраста, дети с задержкой психического развития, расстройство психики, развитие ребенка, педагогические условия и поддержка.

### ПСИХИКАЛЫҚ ДАМУЫНДА ТЕЖЕЛУІ БАР МЕКТЕПКЕ ДЕЙІНГІ БАЛАЛАРДЫҢ КҮЙЗЕЛІС ЖАҒДАЙЫ

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Мақалада эмоционалдық, физикалық, әлеуметтік, интеллектуалдық, лингвистикалық және басқа да денсаулық ерекшеліктері бар, психикалық дамуы тежелген мектеп жасына дейінгі балалардың стресстік жағдайлары, сондай-ақ олардың қоғамға әлеуметтік бейімделуі қазіргі уақытта өте өзекті болып табылады. Кейінгі жас кезеңдерінде қалыптасуы өте қиын кейбір психикалық процестер мен сапалардың дамуының сәйкес педагогикалық шарттары талданады.

Арнайы әдістемелік тәсілдер мен қосымша жағдайлардың тұтас кешенін жасауды талап ететін мектеп жасына дейінгі балаларды тәрбиелеудің практикалық тәжірибесі жинақталған. Сондықтан бұл мақалада психикалық дамуы тежелген мектеп жасына дейінгі балалардың стресстік жағдайлары және жас балалардың даму принциптері қарастырылады.

Үнемі күйзеліспен бетпе-бет келетін мектеп жасына дейінгі балалардың қазіргі өміріне ерекше көңіл бөлінеді. Мақала психикалық дамуы тежелген мектеп жасына дейінгі балаларға психологиялық-педагогикалық көмек көрсетудің ерекшеліктеріне арналған. Зерттеу нәтижесінде көптеген дамуында ауытқулары бар балаларға ерте араласу бағдарламасын әзірлеу және енгізу тәжірибесі ұсынылады.

*Түйінді сөздер:* мектеп жасына дейінгі балалар, психикалық дамуы тежелген балалар, психикалық тежеліс, баланың дамуы, педагогикалық жағдайлар мен қолдау

#### Introduction

Education of preschool children requires the creation of a whole complex of special methodological approaches and additional situations. According to the analysis of the current state of the education system development program of the Republic of Kazakhstan for 2011-2020. According to statistics, "in recent years, the number of children with mental retardation has increased from 124 thousand in 2005 to 149 thousand in 2010". However, only 41.4% of them are covered by special education programs. This data is connected with pre-school children, too. Children of this category are educated in 35 special kindergartens, 228 special groups of pre-school organizations, 101 correctional schools and 1096 special classes of general education schools. However, there is a need to preserve the established system of special pre-schools for children with mental retardation. This means that we have to create our own way of organizing work with children with mental retardation in our pre-school educational system.

The number of methodists, like Kosnik C., Beck C., Goodwin A. Lin., Tondeur J. and others stated the fact that there is to develop educational programs for children with mental retardation. Because they differ from other peers in their mental and physical skills, as they need special care and attention [1, p.268; 2, p.3].

Special pre-schools will be a resource for general education schools, because in Kazakhstan there is a special status and the right to free access to social, psychological-medical-pedagogical examination and education of children with mental retardation from birth. Recently, the government adopted the decisions "On Child Protection", "On Special Social Services" on the construction of a new republican school for children with special needs. After all, children with mental retardation cannot get the necessary education in a kindergarten. However, general kindergartens do not meet the educational needs of children with various mental disorder.

According to Sadvakassova N., Karmanova Z., Danek J. 'early assistance to children with mental retardation allows for more effective compensation and even elimination of disorders in physical and mental development' [3, p.1646]. This improves the level of development of children, their socialization, adaptation

and integration into society. Therefore, there is a need to prepare and establish special systems for children with mental retardation.

To sum up, even the problems of families with special children or children with mental retardation has been widely discussed in the country recently. There is a need to consider this problem from educational aspects. Issues of integrating such children into society and improving the quality of life and his family should be discussed. This is a natural phenomenon that occurs in countries that understand that childrens' well-being, social adaptation and life satisfaction are largely dependent on their own desires and activities.

#### Literature overview

In teaching and education of children with mental retardation from an early age has been the subject of discussion by scholars, educators and psychologists. They consider this problem from different aspects and offer some methods in educating them. In this regard, Karmanova Z., Abylaikhan S., Alpysbayeva M., Sadvakassova N. suggests the use of a visualization method and programs based on it. He described this method as one of the most effective considering the psychological factors, such as: attention, memory and other skills [4, p.99]. In the development of these skills scholars recommend developing critical thinking skills.

Another scholar, distinguished the main goal of education as creating the necessary conditions for education and learning for all children. This is connected with all ages and psychological conditions of children [5]. This provides them with the opportunity to receive basic and additional education regardless of their mental and physical abilities, social and economic status, cultural aspects, learning mother tongue and other personal characteristics.

Lakieshia Jones stated that we can not ignore the stress in preschoolchildren nor because of the mental state but also their age peculiarities [6].

We can also say that there are several issues related to integration of a child with mental retardation into a kindergarten at the place of residence, psychological-pedagogical and medical support:

- shortage of a new generation of teachers and leaders who have the necessary knowledge and skills to work with children with mental retardation and are ready to work with them;
- presence of discriminatory attitudes and misconceptions about children with mental retardation in the school environment;
- society is not ready to understand and accept the right of children with various disabilities to receive education in the environment of normally developed peers;
- lack of information about teachers, students, parents about children with mental retardation and the capabilities of their peers with mental retardation;
- lack of knowledge about the organization of an accessible educational environment and the use of technical rehabilitation tools that facilitate the learning process of students with special educational needs;
- absence of knowledge in accordance with the material and technical preparation and methodology of working with a disabled child in a general education school at the place of residence;
- the formal nature or absence of an individual education program for a child with disabilities aimed at full-fledged education.

And according to Hill, D. D. Brown, "Support is a system of methods and approaches that provide a form of helping the child to make his own choices and overcome obstacles in learning activities cognitive skills and communicative activities".

According to Hemmings B., Woodcock S. "If the indicators of children with mental retardation of groups I and II are the same in the model rules for admission to kindergarten and primary school, the regional department of the central executive body should have a conclusion that they can study in educational institutions of social protection in the chosen specialty " [7, p.103].

The well-known psychologists, Strebeleva Ye.A., Semago M.M., Zarin A. recommend the development of critical thinking and consideration of pedagogical and psychological principles of education. Critical thinking can be developed through a number of technologies. But they can serve as a supportive tool in teaching them [8; 9, p.106; 10, p.268; 11, p.183].

As Rosa Blanco and etc. identified, there are seven types of problem solving used in the dialogue mode considered as pedagogical support:

1. Monitoring the child's emotional state.
2. Helping the child to see his problems.
3. To help determine the attitude towards him.
4. Help determine what to do.
5. Help determine how to do it.
6. Help the child to choose options for solving problems.
7. Help to create a problem solving plan [12, p.65].

Foreign scholars, like Sadvakassova N., Karmanova Z., Bobrova V. also proposed a system of principles for teaching children with mental retardation. But we need to develop them, because our life and technologies change every day, and new problems of further training arise [13]. Paraskevi Foti also consider the separation stress management and smooth transition in preschool children and parental counseling need methodological development [14,p.1063].

The functional group refers to the use of specialized methodological developments in all areas of service, namely diagnosis, correction, prevention and counseling. Specialists, on the one hand, use existing developments, and on the other – develop methodological recommendations themselves. For this, it is necessary to solve the following tasks:

Having classified and observed the scholars' considerations, we will achieve the goal of developing pedagogical conditions for children with mental retardation by solving a number of objectives:

- Determination of the educational needs of the child as early as possible.
- Implementation of the unity of the requirements for the education and training of the child in the family and the educational institution.
- Early start of targeted pedagogical correction work.
- Development and implementation of new forms and methods of education and training.
- Timely inclusion of parents in the process of pedagogical correction.
- Organization of effective forms of interaction of various specialists.

#### **Methods and methodology**

Taking into account different opinions and analysis on the problems and conditions of the organization of pedagogical conditions in the education of children with mental retardation, we tried to classify the problems and conditions related to them. Pedagogical and psychological support of education for children with mental retardation were formulated and systematized based on the latest research works in this field.

#### **Findings and discussion**

The number of integrated forms of education for children with disabilities is growing significantly. It is considered of all ages and status of children. Innovative processes in the field of special education are aimed at integrating children with disabilities into the educational environment of healthy children. However, the issue of children education formal, as evidenced by the programs of general education institutions. General education programs do not take into account the specifics of the development of children with disabilities. In this connection, there are programs for inclusive education which provide pre-schools with qualified personnel. In these establishments the teachers have additional knowledge in the field of correctional pedagogy and special psychology. In fact, there is a shortage of special teachers. Disability leads to a change in a child's personal development and social behavior. The disabled child in the family is given more care and attention than other children. They are paid much attention. This evokes feelings of compassion in those around him and changes his attitude toward him.

Sadvakassova N., Karmanova Z., Danek J. talks about the phenomenon of stress and indicates the main stages of stress in children with mental retardation. They briefly described the term and gives some reasons for the occurrence of mental retardation. Also the analysis of the degree of influence of stressful events on the child, depending on some factors [3, p.1650]. Over the past decade, the socio-pedagogical practice has been actively developing, integrating a special process of "pedagogical support". The subject of pedagogical support is directed to personal development.

Ahmad Fouzia Khursheed wrote that the educators need special assistance [15, p.83]. As, Kelly Yeo, Erica Frydenberg, Elizabeth Northam, Janice Deans also suggested coping with stress among preschool children and associations with anxiety level and controllability of situations [16, p. 1728].

The process of overcoming the child's personal interests, physical state, goals, opportunities and obstacles needs special training and programs. Methods and techniques of pedagogical support are diverse. It means that, it is associated with many life and communication situations.

Therefore, social and pedagogical support of the child with mental disabilities is a system of measurement. It is aimed at the normal development of the child and his physical and mental health, communication, excellence in learning, adaptation life and basic needs, personal problems and protection of the rights.

Most problems are related to teaching process, lack of teaching aids, support form teachers and schools. In this connection, Sytaya N.P., Esekeshova M.D., Kochkorbaeva E.Sh. identified three components of psychological and pedagogical support for children with mental disorder.

Taking into account all the pedagogical and psychological conditions, he recommends pedagogical conditions for the programs of children with mental disabilities:

1. Regular monitoring of the psychological and pedagogical status of the child. In the analysis of the child's conditions, the psychologist together with the teacher identified two groups that are "in good psychological condition" and those who experience psychological difficulties in learning and communication.

2. Creation of socio-psychological conditions for good learning and development of the child, work with adolescents (lessons on the organization of a special developmental environment, advice), providing methodological assistance to teachers. The general purpose of the learning process in this direction is to help teachers and parents to organize the educational space for the child. The psychological characteristics of the child and the current interests and needs are taken into account.

3. Creating a special socio-psychological environment for solving educational, communicative and psychological problems of the children. The main goal is to help a child with psychological characteristics and mental abilities to create appropriate learning and communication conditions [17, p.151].

Following their principles we classified the educational support and its components. The main problem is academic readiness of teachers. It is also another problem which is needed to be solved for parents. The challenges and issues are related both to children with disabilities and mentors. In the following Table 1 we can see several problems of inclusive education for children with mental disabilities.

Table 1 – Types of support for pre-school children with mental disabilities

	Pedagogical support	Content
1	<i>The solution</i>	Support is aimed at realizing the full potential of the person, revealing the child's personality, maintaining important personality traits and correcting developmental deficiencies, self-selection and responsible treatment.
2	<i>The continuity</i>	Support is provided during the entire period of study in the educational institution (kindergarten, special school)
3	<i>The complexity</i>	Support of joint specialists in solving the problem of teaching: educators, parents psychologists, social educators, medical professionals, speech therapists, speech pathologists and etc.
4	<i>The warning</i>	Support to provide the transition from the impact on the resulting problems in preventing of problematic situations and forecasting the results.
5	<i>The rehabilitation.</i>	Support for the child's good qualities, character, skills, wishes and etc.
6	<i>The compensation</i>	Support to strengthen self-correction, self-realization in achieving self-satisfaction and rapid achievement in overcoming any shortcomings.
7	<i>The incentive</i>	Support on the development of normal personal behavior of the preschoolchildren with mental delay.

Let us discuss the content and aims of the above support types.

*The solution.* Thus, the concepts of "socio-pedagogical support" are closely related, but not identical in content. Socio-pedagogical support is aimed at protecting the rights of the child and solving individual problems, identifying needs. The concept of "support" refers to the normal developmental reactions, trends and support of the person. The purpose of socio-pedagogical support is the formation of the child's ability to develop, self-regulate, change and self-realization in various life situations.

Principles of social and pedagogical support:

- active position of the child: the main thing is not to solve problems instead of the child, but to teach the child to solve problems on their own;
- to create conditions for the formation of the ability to develop independently;
- "on the child's side": the main interest of the child is taken into account, the protection of the child's rights is ensured, taking into account the positions of members of the educational process;
- autonomy: the specialist of the support system must be able to organize their activities as a special experience.

The specialist of the support system does not replace the work of the subjects of the educational process, but, together with them, solves the problem of child development:

-*continuity*: providing support for the child during the entire period of study in the educational institution;

-*complexity*: joint organization of specialists in solving the problem of support: class teachers, teachers, educators, psychologists, social educators, medical professionals, teachers, speech therapists, speech pathologists;

-*warning*: it is necessary to ensure the transition from the impact on the resulting problems to the prevention of problematic situations.

We defined the functions of social and pedagogical support of the child:

- *function of rehabilitation.* It is the restoration of the good qualities of the child before the accentuation of his character;

- *compensation function.* This function is manifested in the formation in children of the strengthening of self-realization activities to achieve self-satisfaction and rapid achievement, aimed at overcoming any shortcomings;

-*incentive function.* This function is a correctional function that supports the development of normal personal behavior in the child.

This function is to correct the negative changes in the child's behavior is socialization function. This function is aimed at social development of the child, cognition, the formation of various skills and the development of social psychological competence. – Adolescents in the risk group need special support.

Organization of the learning environment and the development of learning activities. 1. Schedule of visual lessons. Moving from one activity to another is a problem for most autistic children and can lead to aggression or behavioral disorders. The use of visual lesson schedules is based on the task of manipulative

differential stimuli. In this case, verbal instructions are replaced by visual ones. Thus acquires a specific form.

The method of teaching is as follows:

- before the lesson shows the child a schedule of visual lessons, explains what tasks to perform;
- Then the child is given the materials of the first task given on the card;
- At the end of the first task, the teacher helps to collect the task cards and offers the next card;
- then, the teacher presents the materials for the next task.

The use of visual lesson schedules in the classroom helps to design learning activities. This helps the autistic child with mental disorder to understand what is happening, to perform the tasks on a regular basis, and to associate with the transition from one activity to another.

Priming method is one of the learning strategies that prepares the preschool children for difficult problems in an inclusive environment. For example, if an educator is having difficulty reading a story in a group lesson, the child can read the story in an individual training each day to be active and participate or interact with the group.

We offer the principles of psychological and pedagogical support for preschool children with mental disabilities.

1. Comprehensive, systematic consideration of the organization of conditions for the pedagogical conditions of children with disabilities.
2. Continuity of psychological and pedagogical support.
3. Information and methodological support.
4. Socio-pedagogical and psychological design of support activities.
5. Involvement of parents, teachers and specialists from psychological and pedagogical support centres.

### Conclusion

In this research innovative processes and conditions in the field of special education for preschool children with mental disorder are aimed at integrating children into the educational environment of healthy children. The number of support in pedagogical and psychological aspects of teaching children with mental retardation is defined significantly. Integrated education and models of support for preschool children is becoming partly formal. It is evident from the programs of pre-school education organizations mostly do not take into account the developmental characteristics of children with mental retardation.

In this connection, education for children with mental disabilities provides special schools and kindergartens with qualified personnel. In this direction, teachers and parents need to receive additional education in the field of pedagogical correction and special psychology. In fact, there is a shortage of qualified teachers and programs. Preschool children with mental retardation need changes in their social behaviors like their mates.

In conclusion, the problem of pre-school education for the children with mental retardation is still not fully resolved. Children with mental retardation in the family should receive more care and attention than other children. However all these support and conditions are not able to prevent stress in children. In this connection, our kindergartens need more thoroughly prepared programs for such children.

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