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**FORMATION OF A VALUE ATTITUDE TO LIFE AMONG
PRESCHOOL CHILDREN WITH MENTAL AND PHYSICAL
DISABILITIES**

The article is devoted to the problem of the formation of a value attitude to life among children with disorders of psychophysical development. The author emphasizes that an important area of humanization of interpersonal relationships, as an important task of modern Ukrainian society, has become optimization of the content of education of an individual in the period of preschool childhood. The focus of psychological and educational activities on the formation of a value attitude to life, the structural components of which are the education of a value attitude to one's own "Self", to other people, health, nature and social reality is analysed in this context.

The problem of educating a value attitude to one's own "Self" is highlighted mostly in the works of the representatives of humanistic education. Theorists and practitioners of preschool education emphasize that preschool children's value attitude towards themselves is formed under the condition of their focus on self-knowledge.

Scientists determine the following indicators of a child's value attitude to his own "Self": a sense of self-dignity, self-respect, full self-acceptance, love to himself and other people.

A characteristic feature of preschool children's value attitude to other people is its formation under the influence of vague-intuitive ideas. They are unconscious and children cannot verbalize them. The attitude towards parents is an important component of the educating attitude towards other people. However, preschoolers can form it in the absence of communication deficit. When children are in constant physical and emotional contact with their parents, they are filled with joy, sincerity, care for their relatives, sharing with them joy and sorrow. In order to instill preschool children value attitude to health, it is important to direct the educational process at the implementation of a set of tasks, which include the formation of knowledge about physical, mental and social health, the ability of taking care of their health, as well as the development of skills of performing health procedures on their own. Systematic

knowledge about physical health of children involves the study of the structure of their bodies, their functions and means of preserving their resources. The mental health field involves the identification of feelings and emotions, as well as the ability to control them. Preschoolers should also be aware of the impact of living conditions on health, the rules of behaviour at home and in society, the negative impact of bad habits on human well-being as important components of social sphere of health.

The problems of children with mental disorders, create significant obstacles in the education of their values. Most of them suffer from transformation of forms of interpersonal communication and interaction. As a result, the verbal form of communication can be replaced by non-verbal, which affects the perception and processing of information about themselves, other people, their environment, health, different activities as a part of the formation of a value attitude towards life. The category of preschoolers with problems of psychophysical development includes children with disorders of the musculoskeletal system, mental retardation (MRI), mental retardation or defects of intellectual development, with problems of hearing development, speech development, visual development, as well as disorders in the emotional and volitional spheres.

Children with mental and physical disabilities focus on their condition. Due to the habit of family care, they have persistent problems in establishing communication with both peers and other adults. They often show a delay in general development, which is manifested in speech disorders and the development of other mental processes (thinking, attention, imagination, memory). Naturally, they need not only medical measures, but also special psychological and pedagogical support in order to ensure their social adaptation.

Children with mental and physical disabilities do not always have the ability to understand the purpose of knowledge and do not know how to apply it in practice. They have problems with the perception of the environment that arise as a result of problematic communication. Such children do not know how to differentiate objects, have a distorted perception of information, etc. As a result, their limited knowledge,

especially in comparison with the level of knowledge of children with typical development, does not allow to realize the task of educating values to life in full.

Preschool children with special educational needs have objective and subjective difficulties in forming a value attitude to life, and thus the development of emotional decentralization. It is difficult for them to differentiate their own emotions, to verbalize their emotional state, because they do not have enough skills of emotional experiences. Preschoolers with mental and physical development problems also have a negative experience of interacting with adults and peers. This significantly hinders the formation of preschoolers' values towards themselves. Negative impressions and experiences due to poor communication with other people significantly complicate their value attitude to themselves. However, their physical conditions, the problems of functioning of various parts of their bodies and organisms significantly actualise their value attitude to health and social activities.

