

Pedagogical Conditions of Preparation of Senior Preschoolers with Visual Deviation to School: Psychological and Pedagogical Aspect

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Summary

The problem of preschool children development has been continuously remaining actual and of a high importance, but the preparation of children for school with visual deviations in Ukrainian scientific demention is presented in fragments, many aspects of the problem remain out of consideration. Thus, the purpose of the article is to determine the pedagogical conditions of preparation of older preschool children with visual impairment to study at school and to test the effective pedagogical conditions of preparation of older preschool children with visual impairment to study at school. Methodology. The study was conducted in three stages, each of which structurally corresponds to one section. At the first stage, the state of preparation of older preschool children with visual impairment for schooling was studied. Initiating the ascertaining stage of the experiment, the criteria for the readiness of older preschool children with visual deviations to study at school were determined: motivational, cognitive, communicative-speech, according to which the levels of readiness of older preschool children with visual impairment to school were characterized: high, sufficient, satisfactory, low. Appropriate experimental diagnostic tasks were identified for each indicator. The next stage of the study was devoted to the development of methods for preparing older preschool children with visual impairment to study at school requires the definition of a number of pedagogical conditions that will contribute to better organization of effective training of children in accordance with the requirements of modern school. On the basis of experimental work the model of preparation of older preschool children with visual impairment for schooling was developed. Results. The pedagogical conditions of preparation of older preschool children with visual impairment to study at school, which are as follows: the implementation of an individual-differentiated approach to the education of preschool children; the immersion in active cognitive-game activity; to stimulate them to active cognitive and play activities, to form a desire to immerse themselves in the game, not to feel discomfort in the team of children without visual impairments, to take certain roles and perform them; the interaction of the preschool institution and the family; to encourage a child with visual impairment to communicate with children who do not have this defect; to stimulate older preschool children with visual impairment to the creative use of acquired

knowledge, skills, abilities in various activities: learning, play, speech.

Keywords:

pedagogical conditions, older preschool children, children with visual deviations, preparation to the studying at school.

1. Introduction

Modern development of information technologies and information simple in which the children of the XXI century are have become an integral part of social life, the life of every family, family and individual. Technologies brought by scientific and technological progress are designed to optimize the daily life of every person, to create more comfortable conditions for work, study, life and more. All technological innovations that appear on the market are actively implemented in all spheres of human life from early childhood, so for the modern child a variety of gadgets (computers, tablets, smartphones, video games) are publicly available, despite the fact that this access is possible controlled by adults. In themselves, digital technologies are designed only to positively optimize the child's life, but at the same time pose a special danger when it comes to their use by children in unlimited quantities and children with visual impairments. As practice shows, the number of preschool children with visual impairment is increasing every year, and special preschool institutions are not able to accept all children who need special educational services. These children receive pre-school education in pre-school educational institutions for children of general development and continue their education in secondary schools. Instead, some scientific studies on the preparation of children for school with visual impairments are absent in Ukrainian theory and practice presented in fragments, many aspects of the problem remain out of consideration. The problem of preparation for school of children of senior preschool age with visual deviation in special preschool educational institutions was partially studied by such scientists as Yu. Bystrova (2008), I. Hudym (2006), O. Kovalenko (2009), T. Semenishen (2011), N. Sukhonin (2011), G. Sushkova

(2006). Among European researchers, the issue of preparing children with visual impairments for school is represented by the works of Capella-McDonnall (2005), whose investigation pointed out my predictors of competitive employment for blind and visually impaired consumers of vocational rehabilitation services; Kef (1997) emphasis on the importance of personal networks usage and social supports of blind and visually impaired adolescents necessity, the scientist pointed out four factors that influence the life quality of blind and visually impaired among which: social communication practice, cooperation and work with people, digital and connection support and social participation activity. As for the social participation activity Sacks & Wolffe (2006) propose the series of training exercises and instructional activity (Wolffe, 2017) for social skills development for students.

But different aspects of the question as for the pedagogical conditions of senior preschoolers with visual deviation preparation to school have been left behind. Therefore, there is a need to conduct the study presented in the article.

The purpose of the study is to determine the state of preparation of older preschool children with visual impairment to study at school and to test the effective pedagogical conditions of preparation of older preschool children with visual impairment to study at school.

The purpose of the study led to the implementation of the following tasks:

1. Define criteria, indicators and characterize the levels of preparedness of older preschool children with visual impairment to school.
2. To substantiate pedagogical conditions of preparation of children of senior preschool age with visual deviation to study at school.
3. To develop to test pedagogical conditions and methods of preparation of children of senior preschool age with visual deviation to study at school.

The object of the study is the preparation of older preschool children with visual impairment to study at school.

The subject of the research is pedagogical conditions and methods of preparing older preschool children with visual impairment to study at school.

2. Methodology

In accordance with the purpose and objectives of the study was conducted in three stages, each of which structurally corresponds to one section.

At the first stage, the state of preparation of older preschool children with visual impairment for schooling was studied. For this purpose, a survey of educators of preschool educational institutions of general development and parents was conducted. The survey involved 120 educators, 120 parents of children attending preschool educational institutions, including 40 parents of visually

impaired children attending preschool educational institutions of general development.

Initiating the ascertaining stage of the experiment, the criteria for the readiness of older preschool children with visual impairment to study at school were determined: motivational-volitional (indicators: the presence of children's motives for schooling; children's ability to act according to rules; arbitrary behavior of children); cognitive (indicators: children's awareness of the subject environment; children's awareness of the natural environment; the presence of basic mathematical concepts); communicative-speech (indicators: children's possession of normative speech; children's ability to express themselves coherently; the ability to communicate in a social environment), according to which the levels of readiness of older preschool children with visual impairment to school were characterized: high, sufficient, satisfactory, low. Appropriate experimental diagnostic tasks were identified for each indicator.

The next stage was the development of methods for preparing older preschool children with visual impairment to study at school requires the definition of a number of pedagogical conditions that will contribute to better organization of effective training of children in accordance with the requirements of modern school. The pedagogical conditions for the preparation of older preschool children with visual impairment were: providing individual-differentiated education of older preschool children with visual impairment in secondary schools; immersion of older preschool children with visual impairment in active cognitive and play activities; interaction of secondary schools and families in the preparation of older preschool children with visual impairment to study in secondary school.

A model of preparation of older preschool children with visual impairment for schooling was developed. Experimental teaching methods covered three stages: cognitive-enriching, reproductive, activity-creative. Thus, the purpose of the first stage was: to enrich children's experience of the natural and objective environment, to form elementary mathematical concepts, to stimulate communication through verbal and nonverbal means on a sensory (sensory) basis. The purpose of the second stage was aimed at activating, clarifying and enriching the knowledge of older preschool children with visual impairment. The purpose of the third stage was to stimulate older preschool children with visual impairment to the creative use of acquired knowledge, skills, abilities in various activities: learning, play, speech.

At the final stage of the experimental work, a control section was conducted to determine the effectiveness of certain pedagogical conditions and methods of preparing older preschool children with visual impairments to study at school. To this end, final sections were conducted to determine the levels of readiness of older preschool children

with visual impairment to attend school. The children of the control and experimental groups were offered tasks for each of the selected criteria and indicators, which are similar to those used at the ascertainment stage.

3. Results

At the search and reconnaissance stage of the experiment, the educational programs used by educators in preschool educational institutions were analyzed in order to determine their focus on preparing older preschool children with visual impairment to study at school: the program of development of older preschool children "Sure start" ("Confident start" program, 2012); educational program "Child in preschool years" (2011); the program of education and upbringing of children from 2 to 7 years "Child" (2012); program of development of preschool children "Ukrainian preschool" (2013). It was found that only in the program "Child" there is a section "Children with special educational needs", which lists the features of the development of a child with visual impairment. The "Methodological recommendations" to the program specify an individually differentiated approach to their training (2012, pp. 291 - 307). Unfortunately, the issue of education of children with special needs, in particular children with visual impairments, in preschool educational institutions of general development is not covered in other current programs. In 2013, the MES of Ukraine published and recommended the program and methodological complex "Program for the development of children with blind and low vision from birth to 6 years" (2012).

Program-methodical complex "Program for the development of blind children and visually impaired from birth to 6 years" (2012) consists of two programs - the Program of early care for children with severe visual impairment from birth to 3 years and the Program for the development of children with severe visual impairments for children from 3 to 6 years - and guidelines. It highlights the features of psychophysical development of blind children, provides practical recommendations for the organization of play development environment and educational correctional and developmental process. The programs are aimed at parents, educators and teachers of preschool educational institutions and rehabilitation centers who will work with a blind child. The program for children from 3 to 6 years provides for the formation and development of the child's personality in its traditional activities, taking into account the specific features of the development of children with profound visual impairment; personality-oriented interaction of an adult with a child, the maximum combination of ophthalmic and pedagogical influences, variability of requirements for the level of assimilation of program material by children, providing conditions for continuity of preschool and primary education; reflection in its content of the specifics of the organization of the

educational process and the methodological orientation of special education and upbringing of preschool children with visual pathology. The program material is divided into sections: physical education, development of speech and communication, acquaintance with the environment, formation of initial mathematical concepts, development of touch and fine motor skills, development of spatial orientation and mobility, development of social orientation, acquaintance with typography. The material is distributed by years: the first year - junior group (4th year), the second year - middle group (5th year), the third year - senior group (6th year), the fourth year - (7th year). The introductory part of the program provides a general description of the physical and mental development of preschool children with severe visual impairments. Educational tasks are defined for each group: educational, upbringing, correctional and developmental. After each year of study, the results of educational and correctional and developmental work are highlighted, which is important in planning work with children with visual impairments. The program provides for the formation of a child with profound visual impairment of mental, social, emotional maturity. It is noted that especially important tasks are the restructuring of teachers' attitudes towards children with severe visual impairments, the organization of communication with students on the principles of partnership, respect for them, faith in the capabilities of children.

It should be noted that the presence of such a program is a significant achievement of correctional pedagogy at the present stage of development of education in Ukraine. Clarity, structure of the program provides unimpeded awareness of teachers and parents of the importance of performing the tasks defined for each year of study. Instead, unfortunately, this program does not take into account the integration of children with visual impairments into the general education space and their preparation for school in general education, but focuses only on education in special schools for children with visual impairments.

It should be noted that Ukraine has developed a partial correctional and development program "Development of social competence of preschool children with visual impairments" (2009), which aims to provide children with social experience (designed for practical psychologists working with children with visual impairments). In recent years, a number of programs for students with visual impairment have been published: on fine arts for visually impaired children (preparatory class, grades 1-4) (Authors: V. Remazhevska, Y. Shpilya (2009)); on rhythmic for special secondary schools for children with reduced vision (preparatory class, grades 1-4) (Authors: V. Remazhevskaya, L. Ivashchenko L. (2009)); on the social and domestic orientation of children with reduced vision (preparatory class, grades 1-4) (Authors: V. Remazhevska, G. Spiridonova (2009) In these programs, attention is focused on one of the areas of work with children with

visual impairment and can not be fully used by educators of preschool educational institutions of general development, which are attended by children with visual impairment. The content of the programs can be used by a creative educator, preparing children with visual impairment to study at school, based, of course, on the tasks of the current programs of education and upbringing of preschool children. of the Ministry of Education and Science of Ukraine.

Starting the ascertaining stage of the experiment, the criteria and indicators of the levels of readiness of older preschool children with visual impairment to study at school were also determined. Among them - motivational-volitional criterion with indicators: the presence of children's motives for schooling; children's ability to follow the rules; arbitrary behavior of children. Cognitive criterion with indicators: awareness of children with the subject environment; awareness of children with the natural environment; the presence of elementary mathematical concepts. Communicative-speech criterion with indicators: children's possession of normative speech; children's ability to express themselves coherently; availability of communication skills in a social environment.

The outlined indicators served as a basis for distinguishing the levels of readiness of older preschool children with visual impairment to school. According to these criteria, four levels are defined: high, sufficient, satisfactory, low. Let's characterize them.

High level. The child shows a positive attitude to school, has a desire to learn; knows the requirements and behavior of 1st grade students, proactive in school-themed games. The child is familiar with the subject environment (finds 2-3 or more signs and differences and similarities in objects and objects), is able to generalize, can independently make 2-3 problems for generalization, in the natural environment is guided, establishes dependencies between objects of nature, seasonal and natural phenomena, independently draws attention to most objects of "inanimate" nature, flora and fauna; explains the cause of some natural phenomena, focuses on the change of seasons, the activities of people at different times of the year, changes in the behavior of animals and birds depending on changes in nature; counts within 10; independently composes tasks for addition and subtraction; explains all actions, sets out problems with numbers and signs, orients in space, clearly names the spatial arrangement of objects in relation to himself and from any object, independently classifies geometric figures and explains on what basis the classification was made. Organizes utterances on the basis of own acquired sensory experience; has a culture of speech and communication: distinguishes the sounds of the native language, performs sound analysis of words, has a balanced vocabulary, correctly uses all grammatical forms (gender, number, case, tense, verb); adheres to normative indicators in the use of suffixes, prefixes, alternation of consonants and other grammatical forms, correctly names 6-8 subjects,

8-10 adjectives, 8-10 verbs, independently composes a story, correlates the topic of the story with its plot, the number of sentences in the story up to 15, uses all parts of speech, supports the proposed dialogue according to the topic, composes stories, casually enters into conversation with children, adults, supports a conversation on the phone, can communicate with peers and strangers, but acquaintances, shows initiative in 8-9 situations. The sum of points for all indicators is equal to: 23-27 points (average).

Sufficient level. The child has a desire to go to school; she has a positive attitude towards school; at the same time, he has a superficial idea of the school: he is active in games on the theme of "School", but does not always participate in them, knows the rules of conduct, but does not always follow them, does not always perform everyday duties, although he knows them. The child is well versed in the subject environment, can find 1-2 signs of difference between objects; capable of generalization, but can not independently make a task for generalization; focuses on the names of plants and animals of the immediate environment; shows interest in the environment and himself, counts within 10; composes tasks independently, explains them and sets out actions in numbers, determines the spatial arrangement of objects relative to themselves; at the same time has difficulties in determining the location of an object in relation to another object; classifies geometric shapes, although he explains his actions with the help of an adult. Correctly uses all grammatical forms in speech, there are from 2 to 5 errors of different nature based on the results of all tasks, correctly names 3-5 objects, 5-7 adjectives, 5-7 verbs, composes a story independently, tells using linguistic means of expression, correlates the theme of the story and the plot, the number of sentences in the story - up to 10, shows initiative in communication, shows initiative in 6-7 situations, is able to conduct a dialogue; has difficulty communicating with an adult, but finds common ground with peers.

The sum of points for all indicators is equal to: 18 - 22 points (average).

Satisfactory level. The child has a desire to go to school, but she has a rather superficial idea of school, does not understand the essence of learning; is active in school-themed games, but not always, and with short-term interest, knows the rules of conduct, but does not always follow them, does not always cope with everyday responsibilities, although he knows them. The child is easily oriented in the subject environment, can find 1-2 signs of difference between objects; capable of generalization, but can not independently make a task for generalization, mistakes are made in determining the relationship between animate and inanimate nature; counts within 10, makes problems according to the drawing, explains the solution with the help of an adult; she has errors in the answers to determine the placement of objects in relation to herself and others;

correctly distributes geometric shapes and explains, but only with the help and help of an adult. There are errors in the grammatical correctness of speech: in speech there are 6-8 errors of different nature according to the results of all tasks; correctly names 2-3 subjects, 3-4 adjectives, 2-4 verbs, has difficulty composing a story; tells on leading questions, the number of sentences in the story - up to 7-8; shows initiative in 4-5 situations, enters into a conversation only after encouraging an adult, has difficulty both in communication by phone and in direct communication with people.

The sum of points for all indicators is equal to: 15-17 points (average).

Low level. The child has no desire to go to school; is afraid of school, expresses anxiety, inattentive to the rules of conduct, knows his responsibilities, but does not perform. The child is oriented in the subject environment, but finds significant differences only with the help of an adult, does not generalize such objects, can not call them in one word;

poorly oriented in natural phenomena; counts within 10 and makes problems only with the help of an adult; does not understand the concept of "problem", "condition", "solution"; can not correctly answer questions about the placement of objects; does not know how to classify geometric shapes. Has certain speech disorders, errors in the definition of sounds in words; vocabulary is poor, there are up to 9 errors of various kinds; does not always correctly name individual objects, adjectives, verbs; the story is composed with the help of an adult; does not correlate the theme of the story with the plot; the number of sentences in the story - up to 6, does not want to communicate with both children and adults; shows initiative in 1 - 3 situations, enters the conversation only after encouraging an adult.

The sum of points on all indicators is lower than 14 points. The results of the study of the levels of readiness of older preschool children for schooling according to certain criteria are shown in Table 1.

Table 1: The results of the study of the levels of readiness of older preschool children with visual impairment to study at school (statement section in%)

Criteria	Levels of preparation of older preschool children for school (%)							
	Experimental group (EG)				Control group (CG)			
	H	Suf.	Sat.	L	H	Suf.	Sat.	L
Motivational and volitional	2,2	13,4	42,2	42,2	2,2	13,4	44,4	40,0
Cognitive	17,7	22,3	26,7	33,3	20,1	24,4	28,9	26,6
Communicative-speech	8,9	20,0	33,4	37,7	13,4	22,2	35,5	28,9
The average point	9,6	18,6	34,1	37,7	12,0	20,0	36,2	31,8

As can be seen from the table, 9.6% of EG children and 12.0% of CG children were at a high level of readiness of older preschool children with visual impairment to study at school. 18.6% of children with EG and 20.0% of CG were detected at a sufficient level. The vast majority of children showed a satisfactory level (34.1% EG and 36.2% CG) and low (37.7% EG and 31.8% CG children).

Thus, according to the results of the observational stage of the experiment, the vast majority of older preschool children with visual impairment were at a satisfactory and low level of readiness for school. This situation required the development of experimental methods for preparing children with visual impairment to study in secondary school.

The development of methods for preparing older preschool children with visual impairment to study at school requires the definition of a number of pedagogical conditions that will contribute to better organization of

effective training of children in accordance with the requirements of modern school. These authors of the study included: providing individual-differentiated education for older preschool children with visual impairment; immersion of older preschool children with visual impairment in active cognitive and play activities; interaction of preschool educational institution and family in preparation of children of senior preschool age with visual deviation to school. It should be noted that based on the analysis of research (Aleksyuk, Ayurzanain, Podkasisty (1993) and Brazhnych (2001)) under the pedagogical conditions of training older preschool children with visual impairment we will understand the circumstances that affect their successful preparation for school.

The results of the study of the levels of readiness of older preschool children for schooling according to certain criteria in the final section can be seen in Table 2.

Table 2: The results of the study of the levels of readiness of older preschool children to study at school according to the criteria (final slice in%)

Criteria	Levels of preparation of older preschool children for school (%)							
	Experimental group (EG)				Control group (CG)			
	H	S	S	L	H	S	S	L
Motivational and volitional	20,0	33,3	33,3	13,4	13,4	26,6	26,6	33,4
Cognitive	33,3	40,0	20,0	6,6	20,1	33,3	26,6	20,0
Communicative-speech	33,4	40,0	20,0	6,6	20,0	33,3	26,6	20,0
The average point	28,9	37,8	24,4	8,9	17,9	31,0	26,6	24,5

It should be noted that the children of the experimental group underwent great changes in the levels of readiness of older preschool children with visual impairment to study at school by all criteria (in contrast to the children of the control group).

Comparative data on the general levels of readiness of older preschool children for schooling according to three criteria are revealed in Table 3.

Table 3: Comparative data on the levels of readiness of older preschool children for school (in%)

Группы	Levels							
	High		Sufficient		Satisfactory		Low	
	before	after	before	after	before	after	before	after
EG	9,6	28,9	18,6	37,8	34,1	24,4	37,7	8,9
KG	12,0	17,9	20,0	31,0	36,2	26,6	31,8	24,5

According to the tables, the children of the experimental group experienced significant positive changes in readiness for school. The number of children with a high level increased in EG from 9.6% to 28.9%, with a sufficient level - from 18.6% to 37.8%. 24.4% remained at a satisfactory level (there were 34.1% before training). 8.9% remained at a low level (37.7% before training).

Regarding the control group, 17.9% reached a high level (at the statement stage it was 12.0%); sufficient - 31.1% (before training 36.2%). Most children recorded satisfactory (36.2% before school and 26.6% after school) and low (31.8% before school and 24.5% after school) levels.

Thus, the results of the study confirmed the effectiveness of the proposed experimental method of preparing older preschool children with visual impairment to study at school. As you can see, the children of the experimental group showed significant positive changes in all indicators. The results of the study of the levels of readiness of older preschool children with visual impairment to study at school are presented in diagrams (see Appendix L).

At the final stage, the obtained results were calculated regarding the preparedness of older preschool children with visual impairment in school methods of mathematical statistics. Significance of differences was determined by Student's test [72]. The criterion was determined by the formula (1):

$$t = \frac{x-y}{\sqrt{\frac{Qx^2}{Nx} + \frac{Qy^2}{Ny}}} \quad (1)$$

where: t – criterion of reliability of results;
x, y – the average value of the samples;

Qx – the number of children in the control group who have a low, satisfactory, sufficient level;

Qy – the number of children in the experimental group who have a low, satisfactory, sufficient level;

Nx – the total number of children in CG;

Ny – the total number of children in EG.

t the criterion after the ascertaining stage of the experiment was - 0.13. The coefficient of EG is equal to 3.61, KG - 3.61. As you can see, there is no difference between the coefficients of CG and EG.

t the criterion after the formative stage of the experiment was - 0.42. The EG coefficient has increased and is equal to 3.35, CG - 2.8.

Thus, the t-test after the molding step of the experiment increased and amounted to 3.23 (0.42 / 0.13).

We must find the number of degrees of freedom (15 + 15) - 2 = 28 in order to determine the theoretical value of the Student's t-test. Then we should compare the obtained value of 3.23 with the theoretical value of Student's t-test 2.049 at a significance level of p = 0.05, shown in the table. Given that the obtained empirical value is more critical, we conclude that there are significant changes in the EG after the formative stage of the experiment.

Thus, the conducted statistical analysis of the obtained experimental data by all criteria can serve as sufficient proof of the effectiveness of the method of preparing older preschool children with visual impairment to study at school.

4. Discussions

Nowadays, the attitude of society and the state towards people with disabilities is changing, the emphasis is on varied education, which provides an opportunity to create various educational institutions for gifted, gifted children and children with learning and development difficulties. However, the reality of today is the involvement of children with special needs in education and upbringing in mass educational institutions, the recognition of their rights to equal opportunities in various spheres of life. The education of a child with disabilities should help her in self-determination, self-identification, self-realization, taking into account her personality. To achieve this goal, teachers are faced with the task of knowing and taking into account in the process of teaching and education individual characteristics of children.

The draft State Standard of Social Services, developed in pursuance of the Law of Ukraine "On State Social Standards and State Social Guarantees" (October 5, 2000), and the Law of Ukraine "On Social Services" (June 19, 2003) pays considerable attention to educational services: it is stated that educational services should be aimed at obtaining education of the appropriate level on the basis of state guarantees and standards, taking into account the psychophysical development of each child. The content and scope of social services is determined individually for each child with special needs depending on his condition and needs. The basis for the provision of services are individual plans, as well as expert recommendations to meet the specific needs of integrated children. Guided by the provisions of this project by a group of researchers (N. Sofiy, Y. Naida, A. Kolupaeva), a model of inclusive education of children with psychophysical development was developed, which covers the main components of its provision and, at the same time, takes into account the objective realities of education. including special, in Ukraine. This model can serve as a basis for creating a model of inclusive education for children with special needs of certain categories: visual, speech, hearing, BPD, etc. At the same time, the interesting developments, achievements, researches made within the limits of this project, unfortunately remain today not realized in Ukraine.

Please note that today most teachers in both preschools and schools are not ready to work in an inclusive environment, especially to develop special, in particular, individual curricula, programs, textbooks, teaching aids, taking into account the requirements personal-activity approach in the education of children with mental and physical disabilities. In general, educators believe that working with such children, you need to individualize only correctional work, forgetting that the correctional aspect is one of the many components of personal development of a child with special needs.

However, the study of I. Hudym (2011) showed that the modern requirements for preschool education of children with mental and physical disabilities are individualization of the educational process as a whole, not just correctional orientation and the creation of innovative educational technologies that ensure children's activity.

Here is an example. For example, because of physical barriers, learning conditions are not suitable; others, due to visual or hearing impairments, do not have access to traditional ways of acquiring knowledge for a regular school; the pace, complexity and volume of training loads are not suitable for others. In our opinion, children with visual impairment need adults to understand the problem of individualization of education and upbringing as soon as possible, so as not to lead to their further social maladaptation.

I. Kuzava's research (2013, p. 228) shows that in the conditions of inclusive education the problem of assessing the individual achievements of pupils with psychophysical disorders becomes relevant. After all, the inclusion of such children in groups of healthy peers requires early identification and identification of their potential, inclinations, interests, as well as providing them with maximum collection of psychological and pedagogical support, parental assistance, appropriate equipment, special rehabilitation tools to correct developmental disorders. - pedagogical study of preschool children, it determines the individual approach to the child.

Thus, we note that the problem of individual-differentiated approach to the education of preschool children is in the center of attention of scientists, which emphasizes the importance of our condition for preparing older preschool children with visual impairment to study in secondary school.

The next pedagogical condition is immersion in active cognitive-game activity. Adults often do not understand the importance of play for child development, do not understand that in preschool play is a leading activity in which the child learns about the world around him, learns the relationships between people, objects, realizes his role in family and society. This knowledge will help the child to adapt more easily to school. Of course, when teaching children with visual impairment of a game, teachers and parents should be very careful in choosing board games, consider the selection of attributes for story-based role-playing games, paying attention to appearance, color, size, purpose, material, with which they are made, to give the chance to examine them by means of various analyzers. O. Usova (2001) considered the game a great discovery of a teaching tool. Considering the stages of development of the game team, she established the existence of real relationships and games. Sh. Amonashvili (1986) substantiated the position that through play it is possible to introduce a child into a complex world of cognition. Human cognitive activity is a rather complex process of

interrelation of external and internal conditions (experience, worldview, interests and needs). Cognitive activity is considered by scientists as a mental activity aimed at achieving a certain cognitive result (Kosenko, 2010). During the game, the choice of attributes is important. Special studies have found that the choice of a child of older preschool age of a toy for a role-playing game is an indicator of the level of its development (Tarasenko, 2010, p. 29).

Given the peculiarities of the development of children with visual impairment, we consider it necessary to stimulate them to active cognitive and play activities, to form a desire to immerse themselves in the game, not to feel discomfort in the team of children without visual impairments, to take certain roles and perform them. After all, play is a special, socially determined form of a child's life in society, an activity in which children play the roles of adults, reproducing them in game forms. In this way, they resolve the contradiction between the child's abilities and aspirations to participate directly in the life and activities of adults. The game is a means of reflecting the surrounding reality. In the game, the child reproduces aspects of life close to him, thus gaining life experience. Games develop the ability to communicate with peers and adults. Any game with an imaginary situation is at the same time a game with rules. The role of rules is especially clear in group play, when the child does not do what he wants, but seeks to follow the rules (Bogush, 2012, p. 17).

Thus, a child with visual impairment must be active, learn something new, "live" the game, be able to play, take roles in which he would realize his needs and desires. The use of games, game exercises during training not only meets the psychological needs, but also creates optimal conditions for the formation of many processes necessary for the development of the child (Bogush, 2012, p. 18).

A necessary condition for the preparation of older preschool children with visual impairment to study at school is the interaction of the preschool institution and the family.

Cooperation with the family is a separate and important part of the work of the preschool educational institution. After all, the family is the child's closest and most constant environment. In a number of studies by L. Solntsev (1997), V. Feoktistov (2005) it is emphasized that the main attitude in the upbringing of a child with visual impairment is the attitude of parents to its defect. Some parents are seriously concerned about their child's visual impairment, some express concern but do nothing to preserve the remnants of vision, and others do not pay attention to visual impairments at all. L. Vygotsky wrote that "blindness in different social spheres is not the same." These are psychologically different factors: blindness for the daughter of an American farmer and blindness for the son of a Ukrainian landowner, a German duchess, a Russian peasant and a Swedish proletarian.

The family structure embraces the child on all sides and penetrates the soul from every moment. A family with a child with a visual impairment needs special care and attention. Our observations have shown that there are differences between raising a child with normal vision and a child with visual impairment. Obviously, the most likely behavior of parents in relation to a child with visual impairment will be to reduce the requirements and increase educational insecurity, which, in turn, stimulates the violation of education by type of hyperprotection and desire to meet different needs of the child (E. Eidemiller). For children, where there was a greenhouse atmosphere at home, coming to preschool is a stress, under which visual acuity may decrease, often develops myopia, strabismus. These children perceive all minor changes in conditions as stress (a trip to grandma, a trip to the puppet theater, etc.). Going to school is also perceived as stress, because the child joins a new team, it makes new friends, new responsibilities.

It should be noted that among the main directions of preschool education development there is a direction aimed at improving work with the family, broad involvement of parents in the educational process. The issue of interaction between teachers and parents remains one of the most pressing issues today, especially at the stage of preparation of older preschool children with visual impairment to school. Modern preschools are becoming open to parents, children and the public. They pay more and more attention to the education and upbringing of parents, considering it one of the fundamentally important factors of successful development and upbringing of children (2008, p. 424). T. Berezina (2008) believes that one of the important principles of educational programs is the joint upbringing and development of preschoolers with the family, rapprochement of parents with children and teachers with parents, family interest in the educational process of preschool. Recognition of the priority of family upbringing requires other lines of relationship between the family and the preschool. The novelty of these relations is determined by the concepts of "cooperation" and "interaction".

The family of a child with visual impairment is its first socializing institution, and parents are privileged partners in determining the special educational needs of their children, although they themselves need comprehensive support. An important achievement in the issue of parenting is the study of T. Zharovtseva, in which the scientist focuses on the features and functions of the modern family, describes the current trends of disadvantaged families, notes that "the family has maximum opportunities in gradually involving children in moral values. , their introduction into a complex social world and includes all forms of influence of society on the emerging personality: communication and direct cognition, assessment of real behavior, attitude to the world "(2007, p. 88). Analyzing the types of families, she also identifies families where the child is ill or disabled, noting that any type of family can carry elements of distress.

That is why the issue of educating parents about raising children, and especially children with mental and physical development problems, is so acute.

It is worth noting that an important prerequisite for readiness for school is the child's ability to navigate in space. A visually impaired child becomes acquainted with space based on movement, but due to visual impairment, the pace of development of the musculoskeletal system is slowed down, so it needs help from adults. After all, such a child can not clearly see the surrounding objects, he has a reduced need to make the necessary movements to learn about the world around him. Parents need to know what exercises to do with children in order to learn their movements, because often a child with low vision is characterized by uncoordinated movements of arms and legs, walking with legs wide apart, and so on. In the future, there may be some problems in mastering the basic movements, in the formation of the skill of writing letters.

We draw your attention to the fact that one of the important tasks of preparation for school is the task of teaching a child with visual impairment to communicate with children who do not have this defect. This will prepare her for the transition to a team of students. The effectiveness of adaptation largely depends on how adequately the individual perceives himself and the world around him, his own life positions, needs and potential, or is able to self-esteem, vital self-determination. The main didactic material for a child with visual impairment is life itself, not a manual. Therefore, it is important and necessary to find and consolidate this knowledge in the environment. There needs to be a close connection between teachers, educators, parents. Parents of children with visual impairments should be involved in the development of self-care and personal hygiene skills. After all, at school the child must be able to put things together, keep clean hands, face, neat clothes, compose textbooks and notebooks in a briefcase, be able to use pencils, pen, eraser and more. And the child who wears glasses - to wear them correctly, to put in a case, to watch cleanliness of glasses, to protect them from damages, on the appointment of the ophthalmologist to change an occlusion. These skills should be developed in children throughout preschool, not just in preparation for school.

When working with families raising a child with a visual impairment, the educator emphasizes that they make the most of and develop residual vision. The child is taught to distinguish the voices of close adults, compare rhythms and melodies, actively feel different objects, name them and talk about the purpose, use different objects with adults, comment on the child's actions, develop finger sensitivity, which is the basis for literacy.

The research of T. Sak (2009) showed that the interaction of the child's parents with visual impairment and specialists of the preschool educational institution of general development consists in:

- analysis of the peculiarities of family upbringing of the child;
- educational work with parents in order to expand ideas about the peculiarities of the development of children with visual impairment;
- development on a differential basis of the system of interaction with the family of the pupil in order to correct the relationship between the child and parents;
- help of teachers of preschool educational institutions to parents of children with visual impairment to understand features of age and personal development of their children, influence of visual impairment on the general psychomotor development, mastering of concrete methods of the help to the child.

In conclusion, it is important to note the important role of the family in preparing older children with visual impairments for school, which will help them overcome difficulties at a certain age. Adults must remember that the sources of knowledge of sighted children and children with visual impairment are the same, only the sensory means of this knowledge are different, and they must learn to use them comprehensively in working with children in teaching their perception of objects and phenomena. Taking into account the common understanding of the result of education and upbringing by teachers and parents, interaction with parents in the preschool educational institution should be carried out in the following areas: preventive, explanatory work with all categories of parents; identification of problem families, children who have certain peculiarities in development; protection of the rights of the child. The issues of cooperation between teachers and parents, acquainting them with the organization of pedagogical work with children with developmental problems, including children with visual impairments, remain relevant and open today. We consider it necessary to emphasize that the problem of pedagogical education of parents on the upbringing of children with special needs in the new socio-economic conditions requires their timely solution at the state level.

Thus, we note that our defined pedagogical conditions for the preparation of older preschool children with visual impairment are relevant and effective.

Experimental teaching methods covered three stages: cognitive-enriching, reproductive, activity-creative. Thus, the purpose of the first stage was: to enrich children's experience of the natural and objective environment, to form elementary mathematical concepts, to stimulate communication through verbal and nonverbal means on a sensory (sensory) basis. The purpose of the second stage was aimed at activating, clarifying and enriching the knowledge of older preschool children with visual impairment. The purpose of the third stage was to stimulate older preschool children with visual impairment to the creative use of acquired knowledge, skills, abilities in various activities: learning, play, speech.

5. Conclusions

According to the results of the final section, a high level of readiness of older preschool children with visual impairment to school reached 28.9% (was 9.6%), a sufficient level was found 37.8% (was 18.6%), at a satisfactory level was 24.4% (before training was 34.1; at a low level remained 8.9% (before training 37.7%) .In the control group there were slight positive changes: 17.9% reached a high level (at the statement stage it (12.0%), sufficient - 31.1% (before school 36.2%) In most children recorded satisfactory (36.2% before school and 26.6% after school) and low (31.8% before school) training and 24.5% after training) levels.

To confirm the reliability of the results obtained in the children of the experimental group, Student's t-test was used, which confirmed the statistical hypothesis H1 - changes in the levels of readiness of older preschool children with visual deviation EG due to the proposed model of preparing older children for school. Thus, according to all indicators, the children of the experimental group underwent significant positive changes.

Note that the work performed does not cover all current issues of the problem. We see the prospects of the study in the study of pedagogical conditions created in preschool educational institutions of general development for children with visual impairment at different stages of preschool childhood in the countries of the European Union and America.

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