

Psychological preparedness of parents to raise a child with special educational needs

The problem of education children with disabilities remains one of the main problems of both the modern educational space in Ukraine and the institution of parenthood for each particular family. There is much to do in the area of quality inclusive education for children with disabilities, learning disabilities, and the reduction of marking marks in children with disabilities.

This topic is very important in the modern world. We have set the goal of exploring this issue and making recommendations to improve both the studying of the child and the psychological state of the parents.

It is important that in the normal development of the child his relationship with his mother gradually changes and has a more independent character, there is a process of separation, which often does not occur in the studying of a child with disabilities. There is often do, when the family negatively affects on the child's development because parents are in a stressful state due to the birth of a sick child, they don't have the necessary knowledge and skills to interact with him. Parents also face the problem of being dependent on a sick child. They can deny and conceal the problem or control and protect the baby. Sometimes parents, pity the child, praise his imaginary successes, trying verbal encouragement to compensate for her low skill. This is can only lead to social maladaptation and isn't to the right methods of education. And there are times when family members give responsibilities to the child that are difficult for his to cope with, he doesn't always reach the optimum result and therefore becomes he will anxious, overworked, tearful, and has low self-esteem.

After a number of researchers, scientists have found that the developmental disorders of the child is directly depend on the social state of the family. That's why, psychological assistance is provided to parents, which is associated with the development and formation of skills in improving family relationships, the organization of self-diagnosis of the causes of difficulties, conducting trainings for the development of communication and self-development of the individual. Methodical assistance includes studying the issues of features of cognitive and personal sphere of a child with disabilities, organization of

corrective - developing environment and conducting lessons, creation a rational regime of the day, accounting of individual features of the child.

Solodiankina O.V has highlighted several periods in the life of a family with children with special educational needs. In the first period, there is get used to this situation. In the second period, the main tasks are to ensure interaction with specialists, organization of treatment, rehabilitation, training and education. When life in the family is normal, children with special health needs are widen their horizons, enrich their memory and develop curiosity. In the fourth period, the correctness of the parental educational position, their ability to tolerate interaction with the child can provide a positive direction of personality evolution, or negative. In the fifth and sixth period, there is made a decision about the place of living of the child and the creation of conditions for mental and social development.

Therefore, we can conclude that the basis of mental, personal and social well-being for a child with special educational needs is family. The problems are the reflection of parental values. Parenting success is the constant mental work of parents with their child.

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