

The Correctional and Social Component of the Additional Education of Orphans and Children with Disabilities on the Example of the Program “We Can do Everything Ourselves”

Ekaterina Scherbakova^{1,a*}

1 NO Fond Podelis Teplom, 121059, 20/40 Berezhkovskaya Naberezhnaya str.,
Moscow, Russia

^aekaterina.sherbakova@yandex.ru

*Corresponding author

Keywords: orphans, disabilities, socialization, children, Russia

Abstract : The article deals with the problems of socialization of orphans and children with disabilities. By the example of additional education programs (football sections), the results of monitoring the sponsored educational institutions, characterizing the impact of the football section’s activities on the physical and socio-psychological level of development of students and pupils.

1. Introduction

The profound sociocultural changes currently taking place in Russia determine the relevance of introducing educational programs and technologies focused on the qualitative improvement of the process of socialization [9] of orphans [5] and children with disabilities [7]. Such programs should provide opportunities for developing and restoring abilities, correcting and compensating impaired body functions, preparing children for independent living, vocational guidance.

At the same time, social and pedagogical work conducted in orphanages, boarding schools, and correctional-type schools is characterized by low efficiency. The overwhelming majority of students [8] have a non-standard socio-psychological development; there are pronounced communicative problems in the behavioral sphere [2]. The absence of (a) foreign language and computer technology classes in programs of correctional schools and orphanages and (b) sports sections deprives students of equal educational opportunities [3]. Orphans and children with disabilities [1], as a rule, have a limited outlook due to their particular upbringing and low cognitive needs of such children.

All this requires an additional introduction to the educational process of students developing activities [4] aimed at the development of mental reserves, ensuring a sufficient level of personality development, orientation in the outside world, and the formation of applied skills.

Additional education is intended to increase the space in which students can develop creative and cognitive activity, realize the best personal qualities, demonstrate those abilities that often remain unclaimed in basic education. Social and correctional orientation of additional education [6] has a wide range of tasks and means of their implementation, the solution of which is aimed at the content of the project “We can do it ourselves.”

2. Methods

The goal of monitoring is to improve the effectiveness and quality of football classes, performance appraisal. Monitoring allows to get data, characterizing the impact of football classes on the physical and socio-psychological level of children development.

Partner educational institutions in which the monitoring took place in 2017 are:

- The Center of Special Education No. 3;
- The Schuiskiy orphans boarding school;
- The Rybnovskaya boarding school for orphans and children without parental care;

- The Voronezh boarding school No 1.

In order to define the effectiveness of process, the following criteria was set:

- Technical training indicators;
- Physical training indicators;
- Level of motivation development;
- Level of self-appraisal;
- Level of educational institution performance satisfaction among children.

Taking into account the tasks, the following methods were chosen to conduct monitoring:

- Technical training indicators measurement;
- Physical training indicators measurement;
- Diagnostics of achievement motivation (Potemkina, O.F., Potemkina, E.V.);
- Self-appraisal examination (questionnaire by Kazantseva, G.N.);
- Methods of school life satisfaction examination (Andreeva, A.L.).

In every group of football class teachers (teacher-psychologist, trainer) were carried our diagnostics, taking into account individual peculiarities of children.

3. Research

Diagnostic results of the Center of Special education No 3.

15 people took part in diagnostics in March 2017.

Technical training indicators.

№	Task	Conditions	Average result
1	Running with dribbling (20 m)	The best result was taken out of 3 tries	10,4 sec
2	Dribbling, dribbling with stands, shots	Sum of goals out of 3 tries	0,5 times
3	Shot to set a part of woodwork	Shot from 12 meters to the part of woodwork set by a trainer (3 parts given), the sum of goals.	0,6 times
4	Precision of goals	Shot from 12 meters with a static ball, 3 tries, the sum of goals; from a distance of 12 meters, a fixed ball was hit into the goal, 3 attempts were made, the amount of hits was taken into account.	1,6 times
5	Juggling	Max quantity of kicks done with different methods	5,5 times

Physical training indicators.

№	Task	Conditions	Average result
1	Push-ups	Max results	15,2 times
2	A standing long jump	But result of 3 tries	215sm
3	Curl-up, 30 sec	Max quantity of curl-ups done in 30 sec	23,5 times
4	Flexibility	2 bends, standing on the edge of a bench, doing max bend on the 3rd try and staying for 2-3 sec, do not bend knees	-2,2 cm
5	Shuttle run, 3x10	1 try	7,1 s

Level of self-appraisal.

Level of self-appraisal	Number of picks	%
Medium	7	47
High	8	53

School life satisfaction examination.

Level of satisfaction	Number of picks	%
Low	2	13
Medium	9	60
High	4	27

Diagnostics of achievement motivation.

Dominance motivation	Number of picks	%
Success achievement	4	27
Escaping failure	8	53
Not defined	3	20

Results of diagnostics in the Schuiskiy Orphans Boarding School.

33 people took part in diagnostics in March 2017

Technical training indicators.

№	Task	Conditions	Average result
1	Running with dribbling (20 m)	The best result was taken out of 3 tries	11,9 sec
2	Dribbling, dribbling with stands, shots	Sum of goals out of 3 tries	1,8 times
3	Shot to set a part of woodwork	Shot from 12 meters to the part of woodwork set by a trainer (3 parts given), the sum of goals.	1,4 times
4	Precision of goals	Shot from 12 meters with a static ball, 3 tries, the sum of goals; from a distance of 12 meters, a fixed ball was hit into the goal, 3 attempts were made, the amount of hits was taken into account.	1,9 time
5	Juggling	Max quantity of kicks done with different methods	10,5 times

Physical training indicators.

№	Task	Conditions	Average result
1	Push-ups	Max results	23,5 times
2	A standing long jump	But result of 3 tries	176,2 cm
3	Curl-up, 30 sec	Max quantity of curl-ups done in 30 sec	20 times
4	Flexibility	2 bends, standing on the edge of a bench, doing max bend on the 3rd try and staying for 2-3 sec, do not bend knees	4 cm
5	Shuttle run, 3x10	1 try	9,1s

Level of self-appraisal.

Level of self-appraisal	Number of picks	%
Low	1	3%
Medium	19	58%
High	13	39%

School life satisfaction examination.

Levels of satisfaction	Number of picks	%
Low	2	6%
Medium	17	52%
High	14	42%

Diagnostics of achievement motivation.

Grade	Number of pupils	Success achievement	Escaping failure	Not defined
8	7	0	7	0
9	9	0	9	0
	16	0	16	0

Results of diagnostics examination in the Voronezh Boarding School No. 1.

18 people took place in diagnostics in March 2017.

Technical training indicators.

№	Task	Conditions	Average result
1	Running with dribbling (20 m)	The best result was taken out of 3 tries	5,4 sec
2	Dribbling, dribbling with stands, shots	Sum of goals out of 3 tries	2,3 times
3	Shot to set a part of woodwork	Shot from 12 meters to the part of woodwork set by a trainer (3 parts given), the sum of goals.	2,5 times
4	Precision of goals	Shot from 12 meters with a static ball, 3 tries, the sum of goals; from a distance of 12 meters, a fixed ball was hit into the goal, 3 attempts were made, the amount of hits was taken into account.	2,3 times
5	Juggling	Max quantity of kicks done with different methods	28,1 times

Physical training indicators.

№	Task	Conditions	Average result
1	Push-ups	Max results	26,6 times
2	A standing long jump	But result of 3 tries	185,8 cm
3	Curl-up, 30 sec	Max quantity of curl-ups done in 30 sec	32,4 times
4	Flexibility	2 bends, standing on the edge of a bench, doing max bend on the 3rd try and staying for 2-3 sec, do not bend knees	+ cm
5	Shuttle run, 3x10	1 try	12,4 sec

Level of self-appraisal.

Level of self-appraisal	Number of picks	%
Low	3	15%
Medium	9	50%
High	6	35%

School life satisfaction examination.

Levels of satisfaction	Number of picks	%
Low	3	15%
Medium	14	80%
High	1	5%

Diagnostics of achievement motivation.

Dominance motivation	Number of picks	%
Success achievement	11	61
Escaping failure	7	39

Results of diagnostics examination in the Rybnovskaya Boarding School for Orphans and Children without Parental Care. 30 people took part in diagnostics in March 2017.

Technical training indicators.

№	Task	Conditions	Average result
1	Running with dribbling (20 m)	The best result was taken out of 3 tries	6,2
2	Dribbling, dribbling with stands, shots	Sum of goals out of 3 tries	1,1
3	Shot to set a part of woodwork	Shot from 12 meters to the part of woodwork set by a trainer (3 parts given), the sum of goals.	1
4	Precision of goals	Shot from 12 meters with a static ball, 3 tries, the sum of goals; from a distance of 12 meters, a fixed ball was hit into the goal, 3 attempts were made, the amount of hits was taken into account.	1,3
5	Juggling	Max quantity of kicks done with different methods	36,2

Physical training indicators.

№	Task	Conditions	Average result
1	Push-ups	Max results	25,3
2	A standing long jump	But result of 3 tries	173,1
3	Curl-up, 30 sec	Max quantity of curl-ups done in 30 sec	32,4
4	Flexibility	2 bends, standing on the edge of a bench, doing max bend on the 3rd try and staying for 2-3 sec, do not bend knees	4,4
5	Shuttle run, 3x10	1 try	11,8

Level of self-appraisal.

Level of self-appraisal	Number of picks	%
Medium	15	50
High	15	50

School life satisfaction examination.

Levels of satisfaction	Number of picks	%
Low	5	16
Medium	10	33
High	15	51

Diagnostics of achievement motivation.

Dominance motivation	Number of picks	%
Success achievement	6	20
Escaping failure	17	47
Not defined	7	23

Overall diagnostics results. 96 people took part in diagnostics in March 2017

Technical training indicators.

№	Task	Conditions	Average result
1	Running with dribbling (20 m)	The best result was taken out of 3 tries	8,5 sec
2	Dribbling, dribbling with stands, shots	Sum of goals out of 3 tries	1,2 times
3	Shot to set a part of woodwork	Shot from 12 meters to the part of woodwork set by a trainer (3 parts given), the sum of goals.	1,4 times
4	Precision of goals	Shot from 12 meters with a static ball, 3 tries, the sum of goals; from a distance of 12 meters, a fixed ball was hit into the goal, 3 attempts were made, the amount of hits was taken into account.	1,8 times
5	Juggling	Max quantity of kicks done with different methods	20,1 times

Physical training indicators.

№	Task	Conditions	Average result
1	Push-ups	Max results	22,7 times
2	A standing long jump	But result of 3 tries	187,5 cm
3	Curl-up, 30 sec	Max quantity of curl-ups done in 30 sec	27,1 times
4	Flexibility	2 bends, standing on the edge of a bench, doing max bend on the 3rd try and staying for 2-3 sec, do not bend knees	2,1 cm
5	Shuttle run, 3x10	1 try	10,1 sec

Level of self-appraisal.

Level of self-appraisal	Number of picks	%
Low	4	4
Medium	50	52
High	42	44

The medium level of self-appraisal was found out in 52% of the pupils. That means that children feel confident in different situations and feel capable of dealing with different barriers; 44% of them have high level of self-appraisal, which means, that children doubt their performance very rarely and do not fix others remarks; 4% of them have low level of self-esteem, so pupils can be hurt by critics and try to match with others expectations.

School life satisfaction examination.

Satisfaction levels	Number of picks	%
Low	12	13
Medium	50	52
High	34	35

Diagnostics of achievement motivation.

Dominance motivation	Number of picks	%
Success achievement	21	24
Escaping failure	48	56
Not defined	17	20

According to results, the majority of student are motivated by escaping failure.

4. Conclusion

The systemic and versatile additional impact on deviations (defects) in the development of orphans and children with disabilities, the creation of conditions for successful socialization and adaptation to modern living conditions allow solving correctional, developmental, and prophylactic tasks. Correctional tasks: to enrich the social situation in the development of children with the factors of successful mental, intellectual, social, emotional, and physical development; to provide correction and development of higher mental functions; to create conditions for the correction of educational, cognitive, speech, emotional-volitional, and personal spheres of the child to the standard age indicators; to ensure the correction and development of the motor sphere of children. Developmental tasks include: developing cognitive activity and independent mental activity of students; identifying the applied abilities of children, promoting their career guidance; ensuring the achievement of real creative results in a relatively short time; promoting the personal growth of children; ensuring the participation of orphans and children with disabilities (regardless of the severity of developmental disorders) in educational, recreational, sports, and other leisure activities. Preventive tasks include: improving health, the functionality of the body; ensuring the prevention of the influence of unfavorable social and psychological conditions of life, defects in education.

There were also an annual football tournament involving children from boarding schools and children with disabilities (mental retardation and children with diabetes). The main goal of the tournament was the

socialization of orphans, socialization of children with special needs, adaptation in society, and provision of equal opportunities for children and gender equity. Such an event allows children to forget their differences, to share experiences and problems, to feel like just kids who came to play football, to socialize.

References

- [1] Aabanina K.A., Rogoten N. N., & Fedorov O. G. (2016). Modern problems, trends and ways of socialization of children with disabilities in school. *Social Relations*, 2, pp. 59-66.
- [2] Alekhina, S.V. (2016). Inclusive education: from politics to practice. *Psychological Science and Education*, 21(1), pp. 136-145.
- [3] Bakhtin, M. B., Dovbysh, S. E., Arinushkina, A. A., & Molchanova, V.S. (2017). Modern approaches and monitoring of the quality of training of managers of educational organizations in the organization of inclusive education. *Education Management: Theory and Practice*, 3(27), pp. 234-239.
- [4] Bakhtin, M. B., Dovbysh, S. E., Arinushkina, A. A., & Molchanova, V.S. (2017). The practice of methodological counseling for specialists of schools of adoptive parents and family support services. *Man and Education*, 4, pp. 127-132.
- [5] Bondarenko, A. V., & Lukiyanov, M. Yu. (2015). Problems of socialization of orphans and children left without parental care in the post-internatal period (social and legal aspect). *Eurasian Law Journal*, 7, pp. 295-297.
- [6] Kozlova, Yu. G. (2016). Correctional orientation of additional education. In *Education: tradition and innovation* (pp. 150-152). Moscow, Russia.
- [7] Kuzmina, A. A. (2017). Socialization of children with disabilities. *Almanac of World Science*, 3(2), pp. 75-76.
- [8] Voitenko, T. P., & Mironova, M. N. (1999). Problems of children's development in orphanages and boarding schools. *Psychology Issues*, 2, pp. 118-120.
- [9] Vorontsova, M. V., et al. (2016). *Adaptation and socialization of orphans and children left without parental care in conditions of a small orphanage*. Moscow, Russia.