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PARENTING METHODS AND THEIR CORRELATION TO THE SOCIAL ADAPTATION OF THE VISUALLY IMPAIRED

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Abstract

The current research aims at identifying the links between the use of parenting methods and the social adaptation of visually impaired students. The sample of the study consisted of visually impaired students (25) (age 7-10 years) of specialized schools in the Republic of Iraq: the Al-Nibras primary school of special education in Baghdad (11 students), Al-Hanin Special Slow Learning Primary School (9 students), Iraqi private secondary school with basic adaptation for special education (5 students). The results of the study indicate that the cumulative impact of educational and parenting methods aimed at improving the motivational, personal, emotional-volitional, activity and other spheres of visually impaired students can significantly increase the effectiveness of their social adaptation. Support and gaining faith in oneself through the use of upbringing methods must be implemented on the basis of attracting and using the potential of social infrastructure subjects as additional resource systems in the field of adaptation of students with visual impairments.

Keywords: Social adaptation, visually impaired students, parenting methods, correlation.

Introduction:

The social adaptation's problem of students with disabilities, in particular, impaired visual function, is of increasing interest for science in the context of two main aspects, namely, from the standpoint of individual self-expression of visually impaired students and the manifestation of their social essence as a personality integrated into the system of social relations and interactions that allow such learners to perceive themselves harmlessly.¹⁻²

These issues related to social adaptation as achieving a balance of individual and social in the life of students with visual impairments, for a considerable time became an urgent problem of education not only from the standpoint of developing pedagogical concepts, but also from the standpoint of related sciences.³⁻⁵

Social adaptation and rehabilitation in the process of educational activity from the standpoint of taking into account physiological processes was studied in the works of Ageev E. D., Ball G. A., Belmer V. A., Berger P. and Lukman T., Bristol L. M., Bandzeviciene R. and others (Ageev, 1982; Ball, 1989; Belmer, 1976; Berger and Lukman, 1995; Bristol, 1915; Bandzeviciene, 1986).

Social adaptation' socio-psychological aspects, taking into account the educational, developmental and corrective potential of cultural values, are discussed in detail in the studies of Wittenberg E. V., Gudonis V. P., Erasov B. S., Reynolds P.B. et al. (Wittenberg 1994; Gudonis 1995; Erasov 1996; Reynolds 1976).

The educational work's problems with visually impaired students within the framework of an integrative approach were developed by Zhikharev A. M., Zemtsova M. I., Cutsforth T., Higgins L. C., Tobin M. I., Chapman E. K., Moss S. C. (Zhikharev, 1984; Zemtsova, 1956, 1965; Cutsforth, 1951; Higgins, 1973; Tobin, 1972, 1979; Tobin, Chapman, Moss, 1979).

The connection between the education's methodological aspects and social adaptation (including its features) of the visually impaired has been widely studied by such scientists as Kurbanov R. A., Sverlov V. S., Feoktistova V. A., Banaga N., Schauerte H., Torres I. J., Corn A.W., Patterson D., Sermeev B. V., Feoktistova V. A., Plaksina L. I. and others (Kurbanov, 1996; Sverlov, 1989; Feoktistova, 1987; Banaga, 1977, 1989; Schauerte, 1971; Torres, Corn, 1990; Patterson, Sermeev, 1986; Feoktistova, Plaksina, 1999).

Research problem:

The self-expression of a student with visual impairments in society, the preservation of his individuality and, at the same time, his inevitable and necessary sociality were often considered as the subject of the methodology of education.⁶⁻⁸

It should be noted, that the person's social adaptation's process always takes place in activity. A visually impaired student is initially a social subject and motivated to express himself through activities (in particular, activities based on the use of intact analyzers): social, play, educational, speech, etc. This helps students with visual impairments to recognize themselves as one with society.

The individual and social find their expression in educational moments associated with the formation of consciousness, thinking, worldview, which are improved in the individual development's process.

The urgency of the visually impaired students' social adaptation's problem remains at present. Methods of socialization are changing, new goals and objectives of correctional education are being formulated. One way or another, all these changes affect the process and the result of social adaptation of the visually impaired.

The problem we are considering has recently acquired an escalating significance in the studies of scientists from the Republic of Iraq, who devoted all their attention to the development of issues of social adaptation of visually impaired students within the framework of the widespread use of the game method in education (including the game method in physical education), educational activities implemented within the framework of health-saving technologies in Iraqi schools. These studies are reflected in the works of A. Hassan Mohamed (2012), Yakub Elia Farid and A.

Muradov (2016), Saad Fadel (2015), as well as in the works of such scientists as A. Jarry, C. Chapdelaine, S. Kurniawan, W. Wittich (2011), B. M. Kogan, A. V. Yakovleva (2012); E. Yu. Konyukhova (2014); T.P. Malkova (2008); S. A. Kalashnikova (2012) and others.⁹⁻¹⁶

Research aim:

Thus, the urgency and significance of the problem was determined by the purpose of our research, which is to study the correlation between the use of parenting methods and the dynamics of social adaptation of visually impaired students in Iraqi schools. To achieve this purpose, the following tasks were formulated: to substantiate the importance of parenting methods for the successful social adaptation of visually impaired students; to identify parenting methods that make the process of social adaptation of visually impaired students the most effective; to identify the main directions of using parenting methods in the social adaptation of visually impaired students; to develop psychological and pedagogical conditions for increasing the effectiveness of social adaptation of visually impaired students in specialized schools in Iraq; experimentally test the effectiveness of psychological and pedagogical conditions for increasing the social adaptation of visually impaired students through the use of parenting methods.

Research importance:

The perception of their personality by visually impaired students is closely interconnected with a specific inner vision of themselves in the world around them, an appeal to their consciousness in the context of building relationships with other peers. This is a means of searching for oneself and self-realization in society and is regulated by adaptive mechanisms in the process of life. In this case, it is important to what extent the visually impaired student is ready for integration into the external environment and relationships with other people. The formation of such readiness is associated with parenting methods that allow a visually impaired student to develop self-confidence, in their abilities, adequately assess the role of their personality in external social processes, and participate in them as a full member of society.

Research methodology and procedures:

Research Methodology:

This research is analytical and experimental. The research used the methods of theoretical analysis of scientific literature, synthesis-isolation of structures. In the course of the study, the methods of psychological diagnostics, pedagogical modeling of the use of parenting methods in the process visually impaired students' social adaptation in Iraq's schools were used. Methods of mathematical statistics were used to process the research results.

Research community:

The research community included 25 visually impaired students (age 7-10 years) of specialized schools in the Republic of Iraq: the Al-Nibras

primary school of special education in Baghdad (11 students), Al-Hanin Special Slow Learning Primary School (9 students), Iraqi private secondary school with basic adaptation for special education (5 students). The students had visual impairments: color blindness - 24.0% (n = 6); difficulty focusing eye movements - 48.0% (n = 12); myopia, photophobia - 28.0% (n = 7).

Previous studies:

First: Levels of social adaptation of visually impaired students. Study of parenting methods in the process of social adaptation of visually impaired students.

The main aspects of the use of parenting methods in the process of social adaptation of visually impaired students are determined: integration into a healthy community of students; development of emotionally positive relationships and trust in the surrounding society; creating opportunities for self-contact; educational impact in an open social and pedagogical system; using the educational potential of the subjects of social structures.

In the process of studying the correlation between parenting methods and successful social adaptation, it is necessary to take into account the level of social adaptation, which reflects the activity or passivity of a student within the framework of socio-psychological and psychological-pedagogical processes in which this subject is integrated.¹⁷⁻¹⁸

The low level of visually impaired student's social adaptation shows that he is dominated by a passive life and activity position. It is characterized by insufficient adaptation to independent activities in everyday conditions. In educational, play, and routine activities, such a student feels alienated from the rest of the schoolchildren, feels insecure in relations with the people around him. The behavior model of such a student is characterized as fragmentary-reproductive, since the student experiences significant difficulties in the formation of combinatorial mechanisms of imagination associated with visual perception. The transfer of an image in activity is of a schematic, emotionally weakly expressive character. The conditions for organizing the subject-spatial environment do not cause the activation of the self-expression's creative nature.

The middle level of social adaptation is already characterized by the presence of motivation to establish positive contact with others, they can adapt to interaction through verbal and non-verbal forms and communication style, they try to overcome the difficulties of self-development. Various activity's types (work, study, play, sports, health, etc.) attract such students, but, nevertheless, they feel their defect as a social consequence, which significantly affects their high frustration. The behavior model is characterized by the elementary and creative nature of self-expression. The need-motivational component has been formed. Such a student can transform communication material and acquire new elements of communication. In this type of behavioral model, a sufficiently substantiated internal position of a visually impaired student with his own value judgments and the ability to express them is also manifested.

A high level of visually impaired students' social adaptation consists in an active personal "I"-position, good adaptation to independent functioning in everyday life. Such a student can interact comfortably and productively with peers. The need-motivational component is formed sufficiently to meet the student's self-realization needs. The student has confidence in the world around him. The behavior model is characterized as creative. The skills of mastering the methods of creative actions are manifested. In addition, in this model of behavior, other features can be distinguished, such as formed combinatorial skills, the independence of the search and choice of means of solving the problem, the originality of the solution, which is justified by the external manifestation of images in the child's behavior, his internal position, which allows setting the course of relations in various types of activity.

Second: Ascertaining experiment

At the ascertaining stage of the experiment, visually impaired students of special schools in Iraq were distributed according to the social adaptation's levels. Among the visually impaired students of the Al-Nibras elementary school of special education in Baghdad (I), 63.6% of visually impaired students had a low level of social adaptation. 36.4% of students were characterized by an average level of social adaptation. Visually impaired students with a high level of social adaptation were not recorded.

Among the visually impaired students of the Al-Khanin elementary school of special slow education (II) was also absent from schoolchildren with a high degree of social adaptation. 66.7% of visually impaired students were characterized by a low level of social adaptation. 33.3% of visually impaired students had an average level of adaptation.

Among students of a secondary private school in Iraq with the basics of elementary adaptation for people with disabilities (III), 80.0% of visually impaired students had a low level of social adaptation. 20.0% of visually impaired students had an average level of social adaptation. No students with a high level of social adaptation were registered, As in Figure (1).

It should be noted that visually impaired students had an initial level of social adaptation before the start of classes in these schools.

Search tools:

First: Identification of indicators for research:

The researcher prepared questionnaires to determine the level of social adaptation.

Distribution of visually impaired students by levels of social adaptation, %

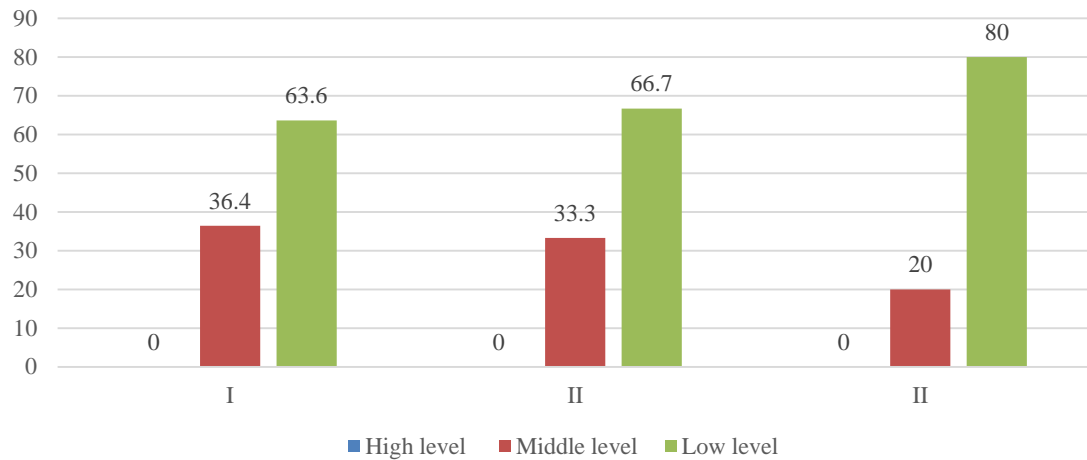


Figure (1). Distribution of visually impaired students by levels of social adaptation at the ascertaining stage of the experiment, %

The questionnaires were addressed to teachers who work with visually impaired children. The questionnaires included: a study of the interpersonal relations of visually impaired children; motivation research; research of the need for achievement; frustration research; research of personal and situational anxiety. Based on the results of the survey, models of the levels of social adaptation were compiled, which also included the results of observation of models of visually impaired children in various situations (communication, play, study, etc.). Scientists in the field of psychological and pedagogical sciences developed the questionnaires.

Second: The choice of educational and parenting methods to increase the effectiveness of social adaptation and justification.

To increase the effectiveness of social adaptation, the following educational and parenting methods were used in special schools for visually impaired students, as well as in the process of their integration into the community of healthy peers:¹⁹⁻²⁰

-methods of formation of consciousness (used suggestion and an example of the activity of people with disabilities for successful life);

-methods of organizing activities (used curriculum and learning resources based on the version for the visually impaired; used the programs of university students who were trained in special schools for the visually impaired and returned to help the visually impaired);

-methods of stimulation (used the method of sports games in order to organize competitive activity and develop skills to work in a team);

-methods of influencing the intellectual sphere (used the creation of situations of success for the development of self-reflection and the formation of adequate self-esteem);

- methods of influencing the motivational sphere (we used various types of games, as well as the creation of a developing subject-spatial environment for the formation of the desire for communication and achievements in learning, self-development);
- the methods of influencing the emotional sphere (used the creation of positive relationships based on verbal and non-verbal communication);

- methods of influencing the volitional sphere (formed the need to achieve the set goals and objectives; created situations of success);

- exercise method (used repeated performance of the action to develop communication skills and integration into systems of social relations; formed useful behavior habits);

- methods of influence on the subject-practical sphere (used individual educational situations, made a game choice of social roles and used social tests);

- methods of influencing the existential sphere (used the inclusion of visually impaired students in the system of new relationships for them in order to accumulate experience of socially useful behavior in various conditions of life).

The methods used had a cumulative effect on increasing the effectiveness of social adaptation of visually impaired students.

Results:

The results showed that educational and parenting methods have an effective impact on the social adaptation of visually impaired students. Visually impaired students develop an emotionally positive attitude towards people around them. They show trust in social relationships. The possibilities of education methods are widely implemented through the creation of a subject-spatial and health-saving educational environment. A special school, training in which involves the use of appropriate educational and parenting methods, should function as an open socio-pedagogical system. This will significantly increase the level of social adaptation of visually impaired children, As in Figure (2).

At the formative stage of the experiment, visually impaired students of special schools in Iraq were distributed according to the levels of social adaptation. Among the visually impaired students of the Al-Nibrasa's elementary school of special education in Baghdad, 9.1% of visually impaired students had a low level of social adaptation. 36.4% of students were characterized by an middle level of social adaptation.

Distribution of visually impaired students by levels of social adaptation, %

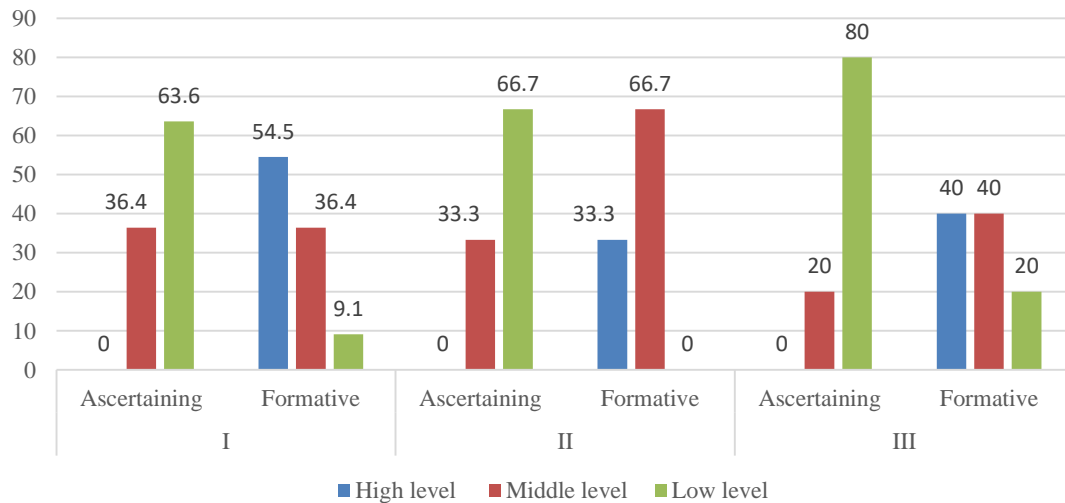


Figure (2). Distribution of visually impaired students by levels of social adaptation at the formative stage of the experiment, %

Visually impaired students with a high level of social adaptation has become 54.5%.

Among the visually impaired students of the Al-Khanin's elementary school of special slow education was absent from schoolchildren with a low degree of social adaptation. 66.7% of visually impaired students were characterized by an middle level of social adaptation. 33.3% of visually impaired students had a high level of adaptation.

Among students of a secondary private school in Iraq with the basics of elementary adaptation for people with disabilities, 40.0% of visually impaired students had an average and high level of social adaptation. 20.0% of visually impaired students had a low level of social adaptation.

Conclusions:

1. The cumulative impact of educational and parenting methods aimed at improving the motivational, personal, emotional-volitional, activity and other spheres of visually impaired students can significantly increase the effectiveness of their social adaptation.
2. Support and gaining faith in oneself through the use of upbringing methods must be implemented on the basis of attracting and using the potential of social infrastructure subjects as additional resource systems in the field of adaptation of students with visual impairments.
3. As additional methods that improve the level of development of creative, productive self-realization, various types of accompanying assistance of a teacher of correctional education can be used.

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