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**DEVELOPMENT OF SELF-IMAGE IN PRESCHOOL CHILDREN WITH
NEUROMOTOR DISORDERS IN AN INCLUSIVE EDUCATIONAL
ENVIRONMENT**

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CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance of the research. Self-image defines the dynamics and direction of life, which determines the development of people and is the most important individual characteristic of a person. Nowadays, special attention is required for studying of self-image in preschool children with neuromotor disorders. Problems of self-esteem and self-awareness of such children are widely presented in modern literature by the following authors: N.I. Alexandrova [1] and co-authors L.I. Bozhovich [4], M.I. Lisina [14], V.S. Mukhina [17], D.I. Feldstein [21-22] and others. The authors in their studies confirm that the development of self-esteem in a child with neuromotor disorders is one of the central components in formation of personality, requiring the attention of teachers and parents. However, until today, according to presented literature, there has not been sufficient description of the issues of development and formation of self-image in children with neuromotor disorders in an exclusive educational environment.

According to the abovementioned data, **the problem of the research** is determined by the contradictions between:

1. The necessity of formation of optimal conditions for successful interaction of all children in an inclusive group and the special difficulties, stereotypes of negative self-image arising in preschool children with neuromotor disorders, that restrict real successful cooperation with peers.

2. The necessity of formation of adequate self-image as an important factor in the development of social experience and self-affirmation of children with neuromotor disorders in an inclusive group and few and ineffectively used forms of interaction with others in the form of gaming, graphic and other activities.

Study goal – determination of the content and the most optimal conditions for the formation and development of initial self-image in preschool children with neuromotor disorders, which is adequate, effective and sufficient for the successful development of their personality and successful interaction in an inclusive environment.

Study subject – content and pedagogical conditions for the development of self-image in preschool children with neuromotor impairments within an inclusive group.

Study object - the process of formation and development of initial self-image in preschool children with neuromotor disorders.

Tasks:

1. To study the theoretical foundations of the process of formation and development of self-image in preschool children;

2. To determine the conditions for the formation and development of positive ideas about children with neuromotor ideas among normotypical peers in the inclusive group;

3. Develop and test an Adapted educational program for the formation and development of self-image in preschoolers with neuromotor impairments in an inclusive educational environment (hereinafter referred to as the Adapted educational program);

4. Form optimal parent-child relationships that contribute to the formation and development of positive self-image in preschool children with neuromotor disorders;

Hypothesis: peculiarities of the development and upbringing in the family of preschoolers with neuromotor disorders negatively affect the formation and development of their initial self-image and restrict the possibilities of communication and interaction with peers in an inclusive group. Overcoming the difficulties and effectively stimulating the process of forming a positive self-perception within an inclusive environment conditions is possible with the systematic and targeted implementation of the Adapted educational program,:

1. Individual developmental work with preschoolers with neuromotor disorders aiming at formation of positive self-image and empathizing with peers the situations of success in various activities.
2. Systematic work with parents (legal representatives) in order to correct parent-child relationships and accumulate experience of positive interaction.
3. Targeted work with normotypical peers in the inclusive group to develop the ability to emotionally accept and adaptively interact with “special” children within various types of activities.

Methodological background of the study is leading provisions and concepts of local and foreign researchers:

1. Cultural and historical theory of the development of higher mental functions and provision on universal human development patterns of normal development of children and children with psychophysical disorders (L.S. Vygotsky [6]);
2. Fundamentals of “humane pedagogy”, Sh. Amonashvili [2];
3. Research of self-esteem and peculiarities of its violations correction within activity approach (A.N. Leontiev [13], L.S. Vygotsky [6]);
4. Provisions on the influence of psychological mechanisms of self-awareness on human development (L.S. Vygotsky [6]);
5. Concept of “zone of proximal development” which refers to most intensive and qualitative activity, that a child can perform, particularly in the zone of proximal development (L.S. Vygotsky [6]);

6. The “looking glass-self” concept by C. Cooley [12] and J. Mead [16] supported the theory that personality is mainly the reflection of perceptions of him by others;
7. Psychosocial theory of personality by E. Erikson [24];
8. Program by E. A. Strebeleva [20] about formation of self-image in disabled children.

Research methods:

- theoretical (analysis of scientific literature, generalization of scientific material);
- empirical (summative, formative and control assessments);
- testing (the “Ladder” technique by V.G. Shchur, modification of D.V. Demidova; the method of N.L. Belopolskaya. Study of the system of children’s self-image (V.G. Shchur, modification of O.A. Belobrykina); the “Family Drawing” method (L. Korman); parental attitude questionnaire (PAQ) (E.G. Varga, V.V. Stolin))
- methods of mathematical statistics.

Scientific novelty of the study:

1. Identifying a system of social, psychological and pedagogical conditions that influence the development of initial ideas about themselves in preschoolers with neuromotor disorders;
2. In an experimental substantiation of the possibility of forming and developing positive initial ideas about themselves in preschoolers with neuromotor impairments in the context of the implementation of an Adapted educational program, which activates the communication and interaction of children in an inclusive group;
3. In the development of the main directions for overcoming existing violations of self-esteem, the development of self-concept, the formation of positive ideas about themselves and their role in the community in preschool children with neuromotor disorders in an inclusive environment.

The theoretical significance in the analysis, generalization, systematization of existing knowledge about the characteristics of the initial ideas about themselves in preschoolers, in identifying psychological and pedagogical conditions that influence the formation of personal self-esteem during preschool childhood;

In addition, argumentation and systematization of knowledge, about the specific features of the formation and development of initial self-image in preschoolers with neuromotor impairments, about their influence on building interaction with peers in an inclusive group;

In the study, clarification and explanation of the specific features of the attitude of parents towards children with neuromotor disorders and the possibilities of overcoming difficulties of communication and interaction in the family;

The practical significance consists of the development and implementation of methodological recommendations for teachers of preschool inclusive groups, including children with neuromotor impairments, to overcome the difficulties of self-perception in special pupils and to form a positive attitude towards them from normotypical peers of the group in the context of the implementation of a special Adapted educational program, including special content, forms and methods individual and group work with children with and without neuromotor impairments, as well as with their parents in an inclusive preschool.

Implementation of scientific results: The results, obtained during the study, were introduced into the practical activities of teachers of non-state inclusive preschool institutions and into the practical material of advanced training courses at the Center for Professional Advancement “Ray of Knowledge”

CONTENT OF DOCTORAL THESIS

The introduction reveals the relevance of the research topic by generalizing and understanding the degree of its knowledge in modern research theories and practice. The essence of the problem situation is shown. The subject and object of research are formulated. The purpose, hypothesis and tasks are determined. The research methods are characterized. The scientific, theoretical and practical significance of the study is revealed. Information on testing the program is provided.

Chapter 1 “Theoretical aspects of formation on initial self-image in preschool children with neuromotor disorders within an inclusive environment”:

1. A theoretical research of the issue of the formation and development of self-image is presented;
2. The essence is reviewed and comparative characteristics of the concepts are presented: “self-awareness”, “self-image”, “self-identity”, “self-concept”; the approaches of scientists to the definition of these concepts are analyzed, their own definition of “self-image” is formulated;
3. Clinical, psychological and pedagogical characteristics of children with neuromotor disorders in ontogenesis have been composed;
5. The peculiarities of self-image of preschool children with neuromotor disorders are disclosed;
6. The main prerequisites and possibilities of formation of initial self-image in preschool children with neuromotor disorders within an inclusive environment are outlined.

The results of implemented analysis of different approaches for determination of formation and development of self-image in preschool children with neuromotor disorders allowed to make the following conclusions:

1. Determining factor of the formation and development of social experience is an initial self-image, reflecting the characteristics of self-esteem, self-attitude and “self-concept”. Self-awareness is perception of yourself, one’s physical strength and mental abilities, actions and motives and goals, one’s relationship to the environment and other people to oneself. The most important component of self-awareness, self-esteem, is formed in children in preschool age. The formation and development of a child’s self-image occurs throughout preschool age due to the expansion and increase in the stability of the “I” line, clarification of the child’s self-esteem and self-awareness. It is based on the implementation of forms of role behavior in play, work, educational activities and in relationships with close adults (teachers and parents). Inadequate self-image, the inability to reflect and evaluate one’s actions and qualities, the personality as a whole, lead a person to a state of internal deadlock.

2. Neuromotor activity represents the unity of motor, cognitive and emotional components integrated in activity. Children with neuromotor disorders are children who have a lack of development of interdependent mental and motor spheres. While considering the perception and assessment of themselves and their qualities by children with neuromotor disorders, researchers especially outline children’s reactions to a motor defect and experiences of limited social contacts. Development of additional neurological syndromes combined with cerebral palsy (mental, sensory impairments, autism, etc.) in preschool children with neuromotor disorders only deteriorate the existing disorders, which leads to additional problems in child development and in the system of medical, psychological and pedagogical assistance for such children.

3. The leading role in the mechanisms of personality formation of children with neuromotor impairments is assigned to the children’s reaction to the existing motor problem and the perception of their inferiority. Such children assess their capabilities and qualities through experiences of social deprivation and unique perception of the surrounding reality, which leads to egocentrism, increased suggestibility and immaturity of the emotional-volitional sphere [9]. Therefore, the results of the studies by E.S. Kalizhnyuk [9] showed the following peculiarities of the formation of self-image in children with neuromotor disorders: decreased social activity; in the structure of the “self-concept” of such children there is a negative content of the image “social self” and “physical self”; the experience of a motor defect causes a pseudocompensatory reaction, which displays in inflated self-image, noncriticality, egocentrism and the inability to really evaluate one’s abilities [9].

4. Inadequate self-image in preschool children with neuromotor disorders leads to personality deformation, distorts the emotional-volitional sphere, reduces motivation for

development, reduces the level of social aspirations, which, in general, negatively affects the development of the child. The scientific literature contains data on factors influencing the formation of self-image in preschool children with neuromotor disorders. These factors are the characteristics of the emotional-volitional sphere, cognitive development and the social situation of the child's development.

5. Scientific research more and more emphasizes the increasing role of the formation of initial self-image in preschoolers with neuromotor impairments in an inclusive environment. An inclusive environment is a type of educational environment adapted to the needs of disabled children, which allows creating the necessary conditions for disabled children to achieve success in learning and social adaptation in society. It is specified that work on the development of self-image in preschool children with neuromotor disorders should include the development of children's communication skills, an understanding of their own and others' qualities and abilities in game, graphic and work activities.

6. Methodological work with parents is important and makes it possible to establish a dialogue between a parent and a disabled child and helps the parent in accepting a child's disabilities. Along with overcoming the difficulties of communication and interaction with the child, the consequences of traumatic experiences are gradually overcome and the potential of parenthood is revealed.

Hereof it follows that according to such authors as: I.G. Kosolapova [10], M.V. Krulekht [11], T.A. Repina [18], Kalizhnyuk [9], N.L. Belopolskaya [3], L.T. Zhurba and E.M. Mastuykova [7], E.A. Strebeleva [20], L.I. Bozhovich [4], V.V. Ipatova [8], M.I. Lisina [15], Vygotsky [6], E. Erikson [24], D.B. Elkonina [23], C. Cooley [12] and J. Mead [16], a child's self-image is formed at an early age, during interaction with other people and children, but family plays the decisive role. Representatives of the scientific community of the Republic of Moldova also discuss this fact (Raku A. [31], Bukun N. [25], Laposhina E. [28], Rusnac V. [32], Gutsu V. [27], Popovich D.V. [29], Shchiopu U. [33], Verza E. [34], Vrazhmash E. [35], Bolboceanu A. [24], Ginu D. [26]), including preschool children with neuromotor disorders (Raku S. [30] and etc.).

Thus, we can assume that a child's positive emotional and personal contact with a variable surroundings can affect and change his already formed self-image.

Researchers note that nowadays the issues of forming initial self-image in preschoolers with neuromotor impairments in an inclusive environment are poorly presented in the special scientific and methodological literature. There are only fragmentary recommendations on the

organization of social development of disabled children within conditions of inclusion, which requires more careful attention in the following studies.

Chapter 2 “Practical study of the peculiarities of initial self-image in preschool children with neuromotor disorders” describes experimental work for studying:

- peculiarities of formation and development of initial self-image in preschool children with neuromotor disorders,

- main characteristics of development of initial self-image in preschool children with neuromotor disorders in conditions of interaction with peers and adults within an inclusive environment;

- significance of peculiarities of the influence of child-parent relationships on the formation and development of initial self-image in preschoolers with neuromotor disorders.

At the beginning stage of summative assessment we offered (hypotheses) that:

- preschool children with neuromotor disorders have peculiarities in formation of initial self-image related to peculiarities of development and upbringing in the family.
- there are peculiarities of parents attitude to children with neuromotor disorders related to peculiarities of development and upbringing.
- peculiarities of initial self-image in preschoolers with neuromotor disorders restrict the possibilities of communication and interaction with peers in an inclusive group that negatively affect their socialization.

Summative assessment was implemented with the children of preschool age of 3,5,7 years old, brought up in a preschool institution using inclusive practices. The study involved preschool children, nominally divided into 2 groups – experimental and control.

The *experimental group* included 15 preschool children with neuromotor disorders. All children with neuromotor impairments were diagnosed with cerebral palsy of varying severity degree:

- subgroup №1 **EG1** – 5 children at the age of 3 years old;
- subgroup №2 **EG2** – 5 children at the age of 5 years old;
- subgroup №3 **EG3** – 5 children at the age of 7 years old.

Control group included 30 preschool children with normative development, pupils of an inclusive preschool educational institution who study in the same age group with the children from the experimental group. Age-matched subgroups of preschoolers without developmental disorders were formed in order to conduct a comparative analysis. We analyzed the results of 15 normotypical children (this number was chosen based on the number of children in the

experimental group) within a comparative analysis. Children were randomly selected from the total control group:

- subgroup №1 **CG1**– 5 children at the age of 3 years old;
- subgroup №2 **CG2**– 5 children at the age of 5 years old;
- subgroup №3 **CG3**– 5 children at the age of 7 years old;

Parents of preschoolers (1 parent from 1 child) took part in summative assessment.

Experimental background of the study: the experimental study was carried out for one and a half years on the basis of the Municipal educational institution “Nursery of general developmental type “Stelutsa” in Dubossary” (2019-2021).

In order to study the reliability of the hypothesis, a set of diagnostic techniques was selected consisting of 6 tasks which allows a comprehensive assessment of preschoolers’ self-image, the peculiarities of family education of children with neuromotor disorders and the impact on preschoolers’ initial self-image.

1. The results of analysis of observations of children, parents and teachers within specially organized activities and during free communication showed the following:

- Children with neuromotor disorders rarely call each other by name, do not always express their needs and desires in adequate ways, find it difficult to establish emotional and business contact with peers, while normotypical peers actively communicate with each other, but avoid communicating with children with neuromotor disorders.

- Mothers of children with neuromotor impairments do not always express happiness when they see their child in a group (they did not smile, did not stretch out hands towards the child, did not call him by gentle name, etc.). Children of such parents were calm and waited for their relatives, did not want to leave the group and were indifferent when meeting their parents. Observation of the communication of parents (children with neuromotor impairments) with their children showed the formal nature of communication. While parents of normotypical children expressed more emotions when meeting their child.

- The main work of teachers on the formation of self-image in pupils with neuromotor disorders was carried out during regimen periods. At the same time, the content of the work was randomly chosen. The absence of work planning for the formation of self-image was noted everywhere. Of course, such fragmented work did not contribute to the formation of generalized self-image in a child with neuromotor impairments, their development and consolidation in social interaction.

2. The results obtained during summative assessment showed the following:

- Preschool children with neuromotor disorders are characterized by specific difficulties either for the process of formation and development of self-image or the result, i.e. formed self-image.

- The dynamics of the process of formation of self-image in children at the age of 3, 5, 7 years old with neuromotor disorders shows narrowing of volume, a slowdown in pace, difficulties in adequately generalizing and transferring the obtained experience of interaction with others into the value series, into the resource of self-images and your capabilities, your personal development.

- Peculiarities of self-image in preschool children with neuromotor disorders are the problems of identification of themselves in accordance with their real gender and age. Their self-images are fragmentary, often inadequate and one-sided, perversely reflect their own even limited individual experience of interaction with others, do not correspond to age needs and level of activity, elementary, simplified, with a tendency to primitivization.

- Not only pupils with neuromotor impairments, but also children with normotypical development need pedagogical work on the formation of these self-images. Analysis of the data obtained allowed to conclude that the presence of difficulties in forming self-image can be explained by the need to interact in a group with peers with neuromotor disorders and a tendency to avoid this experience due to a lack of successful interaction.

- One of the reasons that makes difficult the process of self-image formation in preschool children with neuromotor disorders is disruption of child-parent relationships. The presence of psychotraumatic situations of interaction between children and parents was revealed, a lack of knowledge of parents about the peculiarities of raising children with developmental disabilities and an overestimated level of parental expectations were noted.

3. The results of statistical analysis of test methods showed the following:

1. Calculation of existing differences in general values of self-esteem in preschoolers of two groups made by Mann-Whitney U Test is in the uncertainty area ($U_{emp}(6)$), which means that the differences in the two groups of participants are significant.

Table 1. Calculation of existing differences in the values of self-esteem in preschool children in experimental and control group

№	Sample 1	Rank 1	Sample 2	Rank 2
1	6	25	6	25
2	6	25	6	25
3	5	17	6	25
4	4	10,5	5	17
5	4	10,5	6	25
6	4	10,5	4	10,5
7	6	25	3	3,5

8	6	25	4	10,5
9	4	10,5	3	3,5
10	6	25	4	10,5
11	6	25	3	3,5
12	5	17	3	3,5
13	5	17	3	3,5
14	5	17	4	10,5
15	6	25	3	3,5
Total:		285		180

Results: $U_{emp} = 60$.

U_{Kp}	
$p \leq 0,01$	$p \leq 0,05$
56	72

Thus, the results of the study showed that at an earlier age children with neuromotor disorders, in general, are characterized by inflated self-esteem, while children with normal development have adequate self-esteem. At an older age, children in the control group also evaluate themselves in accordance with their character characteristics: they can highlight both the pros and cons of their abilities, while children in the experimental group by the age of 7 years old are characterized by low self-esteem.

Often when a child with physical disabilities in a group of peers and is not understood, accepted or appreciated, inadequate or low self-esteem is formed. Moreover, inadequate self-esteem is formed in such a child due to understanding of inferiority or vice versa due to the effect of compensatory mechanisms of actions. Children with neuromotor disorders are characterized by instability of neuropsychic processes, high levels of state and trait anxiety, so they recognize the initiative of communication from a peer as a threat: they consider that a new friend can immediately recognize all their shortcomings. At the end of preschool age, children's self-image is characterized by an inadequate assessment, which is associated with a number of pathogenic factors, such as cerebral-organic insufficiency, frequent hospitalizations and personal worries about physical disabilities.

2. Analysis of the relationship between the child's self-esteem values using the "Ladder" technique and the overall score of parental attitude in the experimental group (calculation of Spearman's rank correlation) showed that the correlation between A and B does not reach the level of statistical significance, which indicates an existing relationship in the self-esteem value of preschoolers with neuromotor violations and parental attitude.

Table 2. Calculation of relationship between the self-esteem values using “Ladder” technique and the overall score of parental attitude in experimental group (calculation of Spearman’s rank correlation)

N	Values A	Rank A	Values B	Rank B	d (rank A - rank B)	d ²
1	6	13,5	40	10	3,5	12,25
2	6	13,5	49	15	-1,5	2,25
3	6	13,5	40	10	3,5	12,25
4	5	11	39	7,5	3,5	12,25
5	6	13,5	40	10	3,5	12,25
6	4	8,5	30	1	7,5	56,25
7	3	3,5	47	14	-10,5	110,25
8	4	8,5	34	3	5,5	30,25
9	3	3,5	45	12,5	-9	81
10	4	8,5	39	7,5	1	1
11	3	3,5	38	5	-1,5	2,25
12	3	3,5	38	5	-1,5	2,25
13	3	3,5	45	12,5	-9	81
14	4	8,5	32	2	6,5	42,25
15	3	3,5	38	5	-1,5	2,25
Total		120		120	0	460

$$p = 1 - 6 \frac{\sum d^2}{n^3 - n}$$

Result: p = 0,179. Critical values for N = 15

The results of qualitative analysis also show that low self-esteem of preschoolers with neuromotor disorders is pointed out in those children whose parents show high scores on the “authoritarian oversocialization” and “little loser” scales. All parents of these children had 7-8 points on the “control” and “little loser” scales, so it can be noted that these parents consider their children to be dependent and do not believe in the abilities and possibilities of their children. Ignoring the interests and hobbies of children, the desire to establish their own rules - all this contributes to a decrease in the self-esteem of preschoolers. The results of conversation with specialists working with children with cerebral palsy also showed that many parents try to restrict the social experience of their children’s interaction with healthy peers. Parents decided this in order not to arouse feelings of envy in the child, to immerse the child deeper into existing health problems, not to provoke excessive curiosity in healthy children and to anticipate inappropriate questions. As a result of such “sheltered” upbringing, children with cerebral palsy are characterized by a lack of social experience comparing with their peers without developmental disabilities.

3. Calculation of the relationship between the values of ideas of preschoolers with cerebral palsy about their role in the family using the “Family Drawing” technique and the overall score of parental attitude in the experimental group (calculation of Spearman’s rank

correlation) showed that the correlation between A and B does not reach the level of statistical significance, that is, there is a relationship between values of the child's ideas about his role in the family and the peculiarities of the parent's attitude towards the child.

Table 3. Calculation of relationship between the values of ideas of preschoolers with cerebral palsy about their role in the family using the "Family Drawing" technique and the overall score of parental attitude in the experimental group (calculation of Spearman's rank correlation)

N	Values A	Rank A	Values B	Rank B	d (rank A - rank B)	d ²
1	3	12,5	40	10	2,5	6,25
2	3	12,5	49	15	-2,5	6,25
3	3	12,5	40	10	2,5	6,25
4	3	12,5	39	7,5	5	25
5	3	12,5	40	10	2,5	6,25
6	2	7,5	30	1	6,5	42,25
7	1	3	47	14	-11	121
8	2	7,5	34	3	4,5	20,25
9	1	3	45	12,5	-9,5	90,25
10	3	12,5	39	7,5	5	25
11	1	3	38	5	-2	4
12	1	3	38	5	-2	4
13	2	7,5	45	12,5	-5	25
14	2	7,5	32	2	5,5	30,25
15	1	3	38	5	-2	4
Total		120		120	0	416

Result: $r_s = 0.257$. Critical values for N = 15

N	P	
	0,05	0,01
15	0,52	0,66

Thus, the results of the study allowed to make a conclusion about differences of parental attitude in families with children with neuromotor disorders and children with normal development: the majority of parents in the experimental group is characterized by hyperprotection, as well as excessive control of the children's activities, "imposition" of opinions. In addition, these parents are characterized by a decrease in faith in the child's success and an increase in psychological distance from the child while he grows up. The results of the study also showed a relationship between the child's self-esteem and parental attitude: the higher the parental hyperprotection, the lower the self-esteem of a preschooler with neuromotor disorders.

Therefore, summative assessment confirmed the hypothesis that preschool children with neuromotor disorders have:

- peculiarities of formation of initial self-image related to peculiarities of development and upbringing in the family.

- peculiarities of parents attitude to children with neuromotor disorders related to peculiarities of development and upbringing.

- peculiarities of initial self-image in preschoolers with neuromotor disorders restrict the possibilities of communication and interaction with peers in an inclusive group that negatively affect their socialization.

Chapter 3 “Work for formation of self-image in preschool children with neuromotor disorders” describes the process of implementation, testing and analysis of developed Adapted educational program on formation and development of self-image in preschool children with neuromotor disorders in an inclusive educational environment. The results of the study of theoretical sources and experimental data during the summative assessment and also complex problems of the study determined conceptual provisions and directions of work within the Adapted educational program for the formation and development of self-image in preschoolers with neuromotor impairments in an inclusive educational environment, which includes: directions, forms, methods and content of work (Figure 1).

We did not include the work with teachers in our program as the separate area, but asked the teachers to participate in our classes with children, parents (legal representatives), stimulating productive communication with teachers in order to acquire new knowledge and experience. Therefore, despite the fact that we worked in three areas, the fourth area – work with teachers – was implemented latently and systematically.

The principles of preschool special pedagogy were taken into account during the teaching of children with neuromotor impairments:

1. Considering the genetic course of development of psychological functions;
2. Considering sensitive periods in development;
3. Considering the current and potential level of development of the child;
4. Developmental teaching.

Moreover, during selection the content of program material we relied on the principles of preschool pedagogy: availability of material, its scientific nature, systematicity and subsequence, repeatability and concentricity, the use of clarity, connection with the sensory and practical experience of the child.

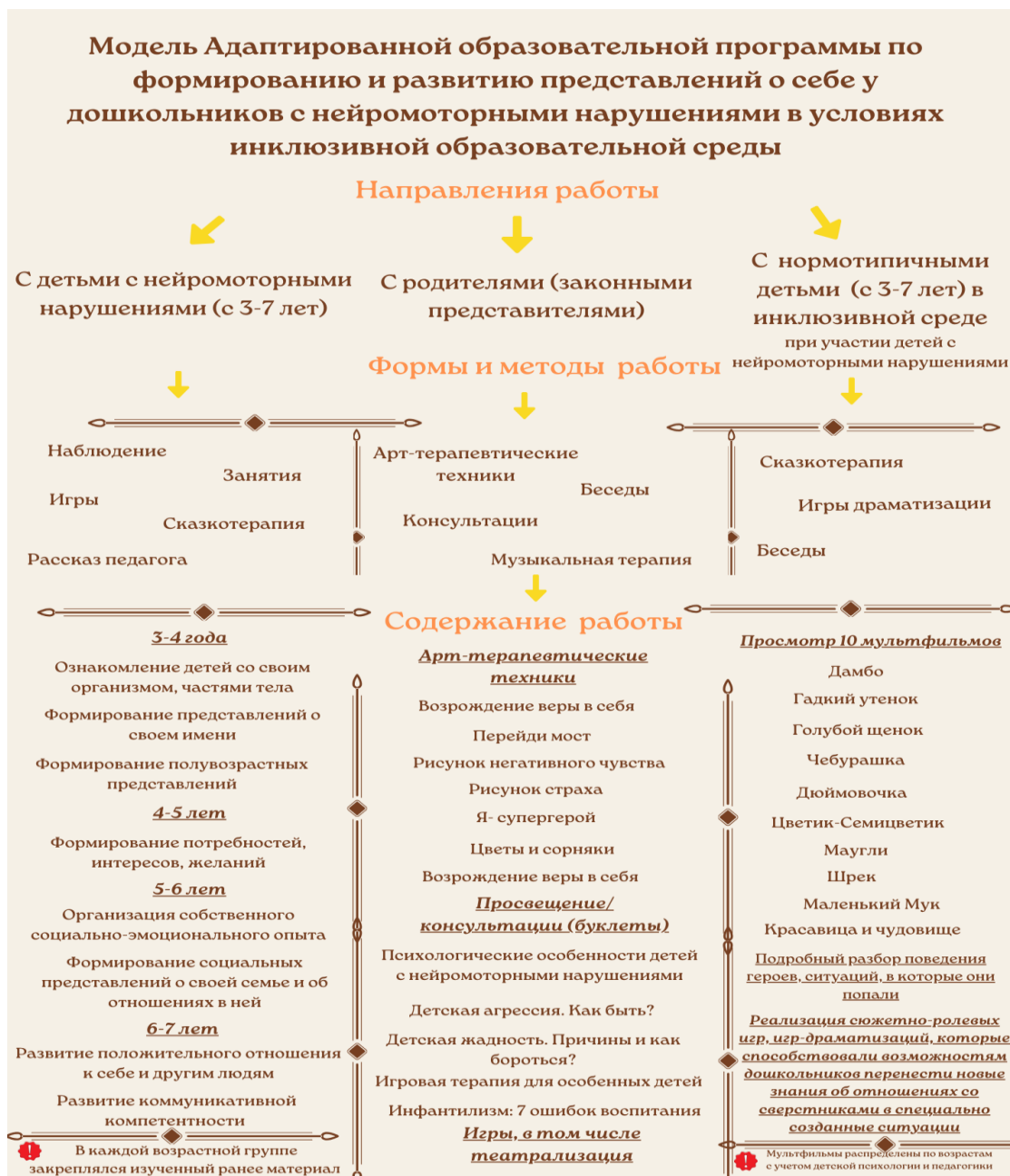


Figure 1. The model of Adapted educational program for formation and development of self-image in preschool children with neuromotor disorders in an inclusive educational environment

Based on the abovementioned principles, analysis of literature sources on the problem under consideration, as well as the data obtained during the summative assessment, the following tasks were set in the learning experiment:

1. Create pedagogical conditions required for the organization and implementation of targeted corrective action for formation and development of initial self-image in preschool children with neuromotor disorders;
2. Determine areas, tasks, content of work for formation and development of initial self-image in preschool children with neuromotor disorders;

3. Test the efficacy of proposed system of work for formation and development of initial self-image in pupils with neuromotor impairments.

Adapted educational program included material for implementation of:

- 30 classes with children with neuromotor impairments (each age group);
- 10 classes with parents, consultations on request;
- 10 classes with children without pathologies in development (each age group) within conditions of inclusive educational environment. All the pupils of group participated in educational activity, including pupils with neuromotor disorders.

Experimental work was implemented simultaneously by all three areas with the purpose of complex system effect on the subjects (preschoolers and parents) and receiving cumulative effect.

Adapted educational program for formation and development of self-image in preschool children with neuromotor disorders in conditions of inclusive education environment presented the system of development activities, based on the data of control experiment and the results of theoretical analysis of scientific literature. The purpose of program was formation, development and correction of self-image in preschoolers with neuromotor disorders in conditions of inclusive educational environment.

After completion of implementation of the Adapted educational program for formation and development of self-image in preschoolers with neuromotor impairments in conditions of inclusive educational environment, a control experiment was conducted in order to determine its effectiveness. The purpose of the control experiment was to compare the results demonstrated by children with neuromotor disorders after the implementation of an experimental program for the formation and correction of initial self-image in conditions of an inclusive educational environment, with the results that were obtained within the conditions of the summative assessment. The control experiment methodology included tests ~~methods~~ that were used as part of the summative assessment and repeated to control the effectiveness of the proposed program.

1. The results of analysis of observations of parents and teachers after children during specially organized activity and free communication showed the following:

- significant changes in relationships between children. The pupils called each other with basic suggestions, requests and adequately expressed their needs and desires for joint activities with peers. During communication, children politely addressed each other by name and used personal pronouns in their speech. The subjects showed feelings of kindness and care towards each other. Pupils did not leave a crying peer without attention, they approached him and asked “Are you hurt?”, reassured him “Don’t cry!”, patted on the head, hugged him. There was a tendency to create small

groups of players (2-3 children each group) based on mutual sympathy. There were also positive changes in the relationship between children and their parents. Thus, children expressed feelings of affection and care for their parents. The pupils waited for the arrival of their parents, expressed happiness at seeing them and called them by gentle name. Some children told teachers about their parents, brothers and sisters. The pupils brought photographs to the group, showed them and told where they were with their parents. It should be noted that parents have become more attentive and active in their relationships with their children. They were interested in the success of their children, the content of the teachers' work and actively participated in various events in nursery.

2. The results of analysis of the data obtained during the control experiment showed the following:

- all the children with neuromotor disorders were able to cope with the tasks and did not need help.

- A physical-self was formed in children of 3 years old – children began to recognize themselves in the mirror, in various photographs; named and showed the main parts of the body and face, their functions.

- A self-esteem of children in different age groups has become equal. For qualitative analysis the results of summative assessment and control experiment are presented.



Figure 2. The results of analysis of self-esteem in preschoolers with neuromotor impairments (summative assessment and control experiment)

Thus, the results of the study showed that in preschool age the most important achievement of a child is the self-concept, the child's self-image. In the process of physical, age, social and gender identification of children with their close environment, in particular, with parents and normotypical peers in an inclusive educational environment, self-identity is formed, which in children with neuromotor impairments includes the ability of understanding the age and gender characteristics of themselves and other people. It was no longer difficult for these children to differentiate physical and social characteristics.

- Parents have lowered their parental expectations and after implementing the program, they accept their children with neuromotor impairments as they are.

Higher scores on the acceptance-rejection scale towards acceptance (from 24-30 scores in different age groups) in the control experiment demonstrate that the parents have a positive attitude towards the child. Higher scores on the cooperation scale are observed (from 3.8-5.2 scores in the summative assessment to 6.4-8.7.2 scores in different age groups - in the control experiment) demonstrate that parents encourage independence and initiative and try to cooperate with the child more often in different types of activities, actively communicate with the child.

Control high scores on the symbiosis scale (increase from 2.0-4.2 scores in the summative assessment to 6.2 scores in the control experiment) allow to conclude that parents do not support, but on the contrary trying to shorten psychological distance between them and a child, always try to be closer to him.

Significant decrease in scores by the scale «Little loser» (from 4.4-6.6 in the summative assessment to 2-2.2 scores in the control experiment), on the contrary, indicates that parents consider the failures of children with neuromotor disorders to be temporary, overcomable and continue to believe in their children.

In general, the results for parents of preschoolers with neuromotor disorders show that due to increasing difficulties of communication and interaction with their children, parents at summative assessment stage showed decrease in the level of acceptance and interaction with a child (data shown in diagram 2). However, after working on a special program within summative assessment, general age tendency is changed to the opposite, the degree of acceptance of special child is increased and a unique style of communication and interaction for the family is formed in order to socialize the child.



Figure 3. Comparative analysis of the results of the study of parents of children with cerebral palsy by the parental attitude questionnaire (PAQ) within summative assessment and control experiment

- The results of control experiment show a gradual increase and the formation of consistently high values of the average and high level of formation of ideas about “real self”, “attractive self” and “unattractive self” in all age groups of subjects.

- The results of control experiment allow to suggest that the basis for positive changes in self-esteem in children with neuromotor impairments also includes working with normotypical children. Children without developmental disorders learned to adequately perceive the appearance and behavior of children with neuromotor disorders, successfully interact and overcame their fears that arise during communication.

3. The results of statistical analysis of test methods show the following:

- Calculation of the relationship between the values of self-esteem of preschoolers with neuromotor impairments using the “Ladder” technique and the overall score of parental attitude in the experimental group (calculation of Spearman’s rank correlation) showed that the correlation between A and B reaches a high level of statistical significance, it means close relationship between the values of the child’s ideas about his role in the family and the peculiarities of the parental attitude towards the child.

Table Calculation of the relationship between the values of self-esteem of preschool children with cerebral palsy using the “Ladder” technique and the overall score of parental attitude in the experimental group (calculation of Spearman’s rank correlation)

N	Values A	Rank A	Values B	Rank B	d (rank A - rank B)	d ²
1	6	1	44	4	-3	9
2	5	2	44	4	-2	4
3	4	3	45	3	0	0
4	5	2	44	4	-2	4
5	5	2	46	2	0	0
6	4	3	44	4	-1	1
7	4	3	46	2	1	1
8	4	3	44	4	-1	1
9	4	3	45	3	0	0
10	4	3	48	1	2	4
11	4	3	39	7	-4	16
12	4	3	41	5	-2	4
13	4	3	46	2	1	1
14	4	3	40	6	-3	9
15	4	3	39	7	-4	16
Total						70

$$p = 1 - 6 \frac{\sum d^2}{n^3 - n}$$

Result: p = 0,875.

Thus, as a result of the implementation of the Adapted educational program for the formation of self-image in preschoolers with neuromotor impairments in conditions of an

inclusive educational environment, as part of a formative assessment, it was possible to obtain qualitatively different data indicating that children with neuromotor impairments can interact adequately with others in accordance with their capabilities, correctly initiate, organize, participate and evaluate the success of their interactivity; in accordance with this positive experience, their self-esteem changes to adequate one.

Therefore, as a result of implementation of the Adapted educational program for the formation of self-image in preschoolers with neuromotor impairments in conditions of an inclusive educational environment within summative assessment, it was possible to obtain qualitatively different data indicating that children with neuromotor impairments can interact adequately with others in accordance with their abilities, correctly initiate, organize, participate and evaluate the success of their interactivity. In accordance with this positive experience, their self-esteem changes to adequate. At the same time, it should be pointed out that the success of interaction with others was also achieved as a result of a change in the attitude of normotypical children towards preschoolers with deviations in neuromotor development, the correct organization of their cooperation in an inclusive group and the positive results of their communication and interaction in the family and with peers. These changes became possible within the conditions of targeted and systematic work on the implementation of our proposed Adapted educational program for the formation of self-image in preschoolers with neuromotor impairments in conditions of an inclusive educational environment, which has proven its efficacy.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

In accordance with the topic of the doctor's thesis, main hypothesis, purposes and tasks of the study, the following scientific results were received:

1. Theoretical foundations of the process of formation and development of self-image in preschool children were studied. The results of analysis of the scientific literature has shown that nowadays there is no single concept of self-image, as well as a single approach to its consideration. Each scientific domestic and foreign trend has made a certain contribution to the research of issues that subsequently contributed to the formation of the concept of "self-image." Most scientific schools consider self-image as a central formation in the personality structure that performs an integrating function.

2. The main problems and peculiarities of the dynamics of formation and development of initial self-image were identified in preschoolers with neuromotor impairments within the conditions of interaction with peers and adults in an inclusive educational environment. The

results of the study showed that at an earlier age children with cerebral palsy are characterized by inflated self-image that is based on parental attitude. As a child getting older, the self-images have become more specific. Understanding of personal inferiority has emerged due to obtaining new evaluations from peers. At the end of preschool age, children's self-image is characterized by an inadequate assessment, which is associated with a number of pathogenic factors, such as cerebral-organic insufficiency, frequent hospitalizations and personal worries about physical disabilities.

3. Adapted educational program was developed for the formation and development of self-image in preschool children with neuromotor impairments within an inclusive educational environment conditions. The program is a complex work with children with neuromotor impairments with normotypical peers and with parents. The program opens new opportunities for children, parents and teachers of inclusive preschool institutions and it can be successfully implemented even in state-run nurseries. The main innovation of the program is that it focuses on creating space and conditions for experiencing success in children's activities, supporting initiative, developing the personality of a child with neuromotor impairments and creating situations for self-realization in activities.

4. The conditions for the formation and development of a positive ideas about children with neuromotor disorders were determined among normotypical peers of inclusive group. The main condition for the formation of positive ideas about children with neuromotor disorders in normotypical pupils is a sense of empathy (understanding). The work was implemented with the purpose of correcting normotypical children's ideas about their peers with neuromotor impairments and creating the most favorable conditions for their communication and interaction. Therefore, all children in the group participated in the classes, semantic emphasis and conclusions were made based on the tasks assigned to the children. Combined group classes based on fairy tale therapy were used in combination with observations, conversation, game activities and storytelling from the teacher and children in order to achieve educational goals.

5. Optimal parent-child relationships were formed that contribute to the formation and development of positive self-image in preschoolers with neuromotor disorders. During pedagogical education with parents upbringing children with neuromotor disorders, the following principles and conditions were implemented that contribute to the effective implementation of cooperation: individual approach; mutual respect and trust; communication and collaboration; parent training and support; positive atmosphere and support.

6. Adapted educational program for the formation and development of self-image in preschool children with neuromotor impairments was tested in an inclusive educational

environment and evaluated its effectiveness. The results of the formative work revealed a positive opportunity for the formation and development of adequate, generalized, stable and dynamic self-image in children with neuromotor disorders and proved that self-images are successfully developed in an inclusive educational environment.

7. The results of the study and testing of Adapted educational program for formation and development of self-image in preschool children with neuromotor disorders in conditions of an inclusive educational environment confirm the hypothesis that some peculiarities of attitude to a child with neuromotor disorders in family negatively affect on development and formation of self-image and on communication with normotypical peers in conditions of inclusive educational environment. Only complex and systematic work with children with neuromotor disorders, parents and normotypical peers may correct these “social dislocation” and form an adequate self-image in children with neuromotor impairments.

Main recommendations

for upbringing the children with neuromotor impairments in inclusive environment:

1. Feed age and gender self-image with role content and form different role behavior.
2. Develop emotional sensitivity and responsiveness, enrich with the means of expressions of one’s own emotions in everyday life situations. Learn how to recognize the connection between an emotional state and the reason that caused it.
3. Children need to form a basic assessment and self-esteem of their own and others’ acts and actions.
4. Promote respect to adults (parents, teachers and other people) and children, the desire and ability to help them.

It should be noted that work for formation of self-image in preschool children with neuromotor disorders should be continued at the following stages of children education (at school age).

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ADNOTARE

IEVLEVA Olga. Dezvoltarea reprezentărilor de sine la copiii preșcolari cu dizabilități neuromotorii în mediu educațional incluziv. Teză de doctor în științe Științe ale educației, Chișinău, 2024

Structura tezei. Teza conține introducere, 3 capitole, concluzii generale, recomandări și lista bibliografică formată din 247 de titluri, dintre care 67 sunt în limba română și 8 într-o limbă străină. Volumul părții principale a tezei este de 133 de pagini. Lucrarea conține 12 tabele, 19 figuri, 8 anexe.

Cuvinte cheie: Copii preșcolari, tulburări neuromotorii, imagine de sine, relații copil-părinte, strategii parentale, incluziune, terapie prin artă.

Scopul studiului: Determinarea conținutului educațional și condițiilor optime pentru formarea și dezvoltarea la preșcolarii cu dizabilități neuromotorii a reprezentărilor de sine, adecvate, eficiente și suficiente pentru dezvoltarea personalității și interacțiunii cu semenii din mediu incluziv.

Obiectivele studiului: 1. Să studieze fundamentele teoretice ale procesului de formare și dezvoltare a imaginii de sine la copiii preșcolari; 2. Să determine condițiile formării și dezvoltării ideilor pozitive despre copiii cu idei neuromotorii în rândul colegilor normotipici din grupa incluzivă; 3. Elaborarea și testarea unui program educațional adaptat pentru formarea și dezvoltarea imaginii de sine la preșcolarii cu deficiențe neuromotorii într-un mediu educațional incluziv (denumit în continuare Programul educațional adaptat Formarea unor relații optime părinte-copil care să contribuie la); 4. formarea și dezvoltarea imaginii de sine pozitive la copiii preșcolari cu tulburări neuromotorii;

Noutatea și originalitatea științifică constă în: identificarea unui sistem de condiții sociale, psihologice și pedagogice care influențează dezvoltarea ideilor inițiale despre ei înșiși la preșcolarii cu tulburări neuromotorii; într-o fundamentare experimentală a posibilității de a forma și dezvolta idei inițiale pozitive despre ei înșiși la preșcolarii cu deficiențe neuromotorii în contextul implementării unui program educațional adaptat, care activează comunicarea și interacțiunea copiilor într-un grup incluziv; în dezvoltarea principalelor direcții de depășire a încălcărilor existente ale stimei de sine, dezvoltarea conceptului de sine, formarea de idei pozitive despre ei înșiși și rolul lor în comunitate la copiii preșcolari cu tulburări neuromotorii într-un mediu incluziv.

Problema științifică semnificativă soluționată în se bazează pe elaborarea unui program educațional adaptat care va permite o abordare cuprinzătoare a procesului de formare și dezvoltare a imaginii de sine adecvate la copiii cu tulburări neuromotonice.

Semnificația teoretică constă: în analiza, generalizarea, sistematizarea cunoștințelor existente despre caracteristicile ideilor inițiale despre ei înșiși la preșcolari, în identificarea condițiilor psihologice și pedagogice care influențează formarea stimei de sine în timpul copilăriei preșcolare, în plus, argumentarea și sistematizarea cunoștințelor; despre trăsăturile specifice formării și dezvoltării imaginii de sine inițiale la preșcolarii cu deficiențe neuromotorii, despre influența acestora asupra construirii interacțiunii cu semenii într-un grup incluziv; în studiul, clarificarea și explicarea trăsăturilor specifice ale atitudinii părinților față de copiii cu tulburări neuromotorii și a posibilităților de depășire a dificultăților de comunicare și interacțiune în familie.

Valoarea aplicativă a cercetării constă în elaborarea și implementarea recomandărilor metodologice pentru cadrele didactice din grupele preșcolare incluzive, inclusiv copiii cu deficiențe neuromotorii, pentru a depăși dificultățile de autopercepție la elevii speciali și pentru a forma o atitudine pozitivă față de aceștia de la colegii normotipici ai grupului în context. a implementării unui program educațional special adaptat, cuprinzând conținut special, forme și metode de lucru individual și de grup cu copiii cu și fără deficiențe neuromotorii, precum și cu părinții acestora într-un preșcolar incluziv.

Implementarea rezultatelor științifice: Rezultatele de bază ale studiului au fost introduse în activitățile practice ale cadrelor didactice din instituțiile preșcolare incluzive nestatale; în materialul practic al cursurilor de perfecționare la Centrul de Studii Avansate „Raza Cunoașterii”.

АННОТАЦИЯ

ИЕВЛЕВА Ольга. Развитие представлений о себе у детей дошкольного возраста с нейромоторными нарушениями в инклюзивной образовательной среде. Диссертация на соискание ученой степени доктора педагогических наук, Кишинев, 2024

Структура диссертации. Работа состоит из введения, 3 глав, заключения и списка литературы, состоящего из 247 наименований, из них 67 на румынском языке и 8 на иностранном языке. Объем основной части составляет 133 страницы. Работа содержит 12 таблиц, 19 рисунков, 8 приложений.

Ключевые слова. Дети дошкольного возраста, нейромоторные нарушения, представления о себе, детско-родительские отношения, стратегии воспитания, инклюзия, арт-терапия.

Целью исследования. Определение содержания и наиболее оптимальных условий формирования и развития первоначальных представлений о себе у дошкольников с нейромоторными нарушениями, адекватных, эффективных и достаточных для благополучного развития их личности и успешного взаимодействия в инклюзивной среде.

Задачи исследования: 1. Изучить теоретические основы процесса формирования и развития представлений о себе у детей дошкольного возраста; 2. Определить условия формирования и развития положительных представлений о детях с нейромоторными нарушениями у нормотипичных сверстников инклюзивной группы; 3. Разработать и апробировать Адаптированную образовательную программу по формированию и развитию представлений о себе у дошкольников с нейромоторными нарушениями в условиях инклюзивной образовательной среды (далее - Адаптированная образовательная программа); 4. Сформировать оптимальные детско-родительские отношения, способствующие формированию и развитию положительных представлений о себе у дошкольников с нейромоторными нарушениями.

Новизна и научная оригинальность заключается: в выявлении системы социальных, психологических и педагогических условий, оказывающих влияние на развитие первоначальных представлений о себе у дошкольников с нейромоторными нарушениями; в экспериментальном обосновании возможности формирования и развития положительных первоначальных представлений о себе у дошкольников с нейромоторными нарушениями в условиях реализации Адаптированной образовательной программы, что активизирует общение-взаимодействие детей в инклюзивной группе; в разработке основных направлений преодоления имеющихся нарушений самооценки, развитии я-концепции, формирования позитивных представлений о себе и своей роли в сообществе у детей дошкольного возраста с нейромоторными нарушениями в условиях инклюзивной среды.

Решенная в исследовании значимая научная проблема основана на разработке Адаптированной образовательной программы, которая позволит комплексно подойти к процессу формирования и развития адекватных представлений о себе у детей с нейромоторными нарушениями.

Теоретическая значимость заключается в анализе, обобщении, систематизации имеющихся знаний об особенностях первоначальных представлений о себе у дошкольников, в выявлении психолого-педагогических условий, оказывающих влияние на становление самооценки личности в период дошкольного детства; в дополнении, аргументации и систематизации знаний, о специфических особенностях формирования и развития первоначальных представлений о себе, у дошкольников с нейромоторными нарушениями, о их влиянии на построение взаимодействия со сверстниками в инклюзивной группе; в изучении, уточнении и объяснении специфических особенностей отношения родителей к детям с нейромоторными нарушениями и возможностях преодоления трудностей общения и взаимодействия в семье.

Практическая значимость исследования состоит в разработке и внедрении методических рекомендаций для воспитателей дошкольных инклюзивных групп, включающих детей с нейромоторными нарушениями, по преодолению у особых воспитанников трудностей самовосприятия и формированию положительного отношения к ним нормотипичных сверстников группы в условиях реализации специальной Адаптированной образовательной программы, включающей особое содержание, формы и методы индивидуальной и групповой работы с детьми с нейромоторными нарушениями и без таковых, а также с их родителями в условиях дошкольного учреждения инклюзивного вида.

Внедрение научных результатов. Базовые результаты исследования были внедрены в практическую деятельность педагогов негосударственных дошкольных учреждений инклюзивного вида; в практический материал курсов повышения квалификации Центра повышения квалификации «Луч знаний».

ANNOTATION

Ievleva Olga. Development of self-image in preschool children with neuromotor impairments in an inclusive educational environment. Dissertation for the degree of Doctor of Pedagogical Sciences, Chisinau, 2024

The structure The work consists of an introduction, 3 chapters, a conclusion and a bibliography consisting of 247 titles, of which 67 are in Romanian and 8 in a foreign language. The volume of the main part is 133 pages. The work contains 12 tables, 19 figures, 8 appendices.

Key words: Preschool children, neuromotor disorders, self-image, child-parent relationships, parenting strategies, inclusion, art therapy.

The goal of this research Determination of the content and the most optimal conditions for the formation and development of initial ideas about themselves in preschoolers with neuromotor impairments, which are adequate, effective and sufficient for the successful development of their personality and successful interaction in an inclusive environment.

Objectives of the study: 1. To study the theoretical foundations of the process of formation and development of self-image in preschool children; 2. To determine the conditions for the formation and development of positive ideas about children with neuromotor ideas among normotypical peers in the inclusive group; 3. Develop and test an Adapted educational program for the formation and development of self-image in preschoolers with neuromotor impairments in an inclusive educational environment (hereinafter referred to as the Adapted educational program); 4. Form optimal parent-child relationships that contribute to the formation and development of positive self-image in preschool children with neuromotor disorders;

Novelty and scientific originality consists of: identifying a system of social, psychological and pedagogical conditions that influence the development of initial ideas about themselves in preschoolers with neuromotor disorders; in an experimental substantiation of the possibility of forming and developing positive initial ideas about themselves in preschoolers with neuromotor impairments in the context of the implementation of an Adapted educational program, which activates the communication and interaction of children in an inclusive group; in the development of the main directions for overcoming existing violations of self-esteem, the development of self-concept, the formation of positive ideas about themselves and their role in the community in preschool children with neuromotor disorders in an inclusive environment.

The significant scientific problem solved in is based on the development of an Adapted educational program that will allow a comprehensive approach to the process of formation and development of adequate self-image in children with neuromotoric disorders.

The theoretical significance in the analysis, generalization, systematization of existing knowledge about the characteristics of the initial ideas about themselves in preschoolers, in identifying psychological and pedagogical conditions that influence the formation of personal self-esteem during preschool childhood; in addition, argumentation and systematization of knowledge, about the specific features of the formation and development of initial self-image in preschoolers with neuromotor impairments, about their influence on building interaction with peers in an inclusive group; in the study, clarification and explanation of the specific features of the attitude of parents towards children with neuromotor disorders and the possibilities of overcoming difficulties of communication and interaction in the family;

The practical significance consists of the development and implementation of methodological recommendations for teachers of preschool inclusive groups, including children with neuromotor impairments, to overcome the difficulties of self-perception in special pupils and to form a positive attitude towards them from normotypical peers of the group in the context of the implementation of a special Adapted educational program, including special content, forms and methods individual and group work with children with and without neuromotor impairments, as well as with their parents in an inclusive preschool.

Implementation of scientific results: The basic results of the study were introduced into the practical activities of teachers of non-state inclusive preschool institutions; in the practical material of advanced training courses at the Center for Advanced Studies "Ray of Knowledge".

OLGA IEVLEVA

**DEVELOPMENT OF SELF-IMAGE IN PRESCHOOL CHILDREN WITH
NEUROMOTOR DISORDERS IN AN INCLUSIVE EDUCATIONAL
ENVIRONMENT**

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