

Role of Early Development Trainings in Increasing of Intellect Level of Individuals with Down Syndrome and in Involvement of them to Inclusive Education

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Abstract

In current condition the international and local legal documents require to consider the disabled men as healthy abilities limited individuals, not as sick ones. It forms a social approach to disability. When approaching inclusively to educational environment generally pupils of the school and their parents begin to accept healthy ability limited children as a member of society. Such social approach to individuals with Down Syndrome plays a significant role in their intellectual development, as well as in integration of them to society.

Keywords: individuals with Down Syndrome, intellect tests, inclusive education

INTRODUCTION

Down Syndrome is restraint which associated with mental retardation diagnosis and depends on disturbances at quantity or structure of chromosomes. Similar features of children with Down

syndrome are the followings: they have short stature, skull is small and circle, a flat and wide face. Cheeks come out at the flat background of face. Eyes longish and small, have oblique fissures, have epicanthic skin folds on the inner corner, mouse is half-opened, relatively protruding tongue. Such children have poor muscle tone and weak joints. Children with Down syndrome have curved teeth and don't grow in normal order. Mouth cavity is smaller than in normal, tongue is large. Palm is widely, fingers short, a single flexion furrow of the fifth finger. In most children a large space between large and second toe.

In data about children with Down Syndrome it is noted that in such children have limited cognitive ability, problems with gross and small motor. It is observed speech delay, weak hearing, vision problems at such children. At children with Down Syndrome the symptoms of strabismus, myopia, hyperopia has been observed mostly. Their immunity is weak and they are addicted to ears and eyes infection. One third of babies with Down Syndrome suffer from heart failure. Most of these problems can be cured successfully in our days. In some children have inborn gastrointestinal problems that can be solved with surgery.

At children with Down Syndrome speech defects are also found. Speech defect displays not understanding of words at both verbal and non-verbal context, or disturbance condition in usage of words. Some symptoms of speech defects include using of words and their meanings in non-relevant style, absence of the ability to express own opinion, not following the grammatical orders. One or all of these symptoms may be occurred at children who have difficulties with learning of languages or whose language development is slow. Such children can hear or see the word but cannot understand its meaning. They have also communication problems with others.

Beginning from 1970s in abroad it was started to prepare normative acts concerning the increasing of educational opportunities of invalids. In modern education politics the USA and Europe have been achieved development of several approaches:

- 1) Widening participation;
- 2) mainstreaming;
- 3) integraton;
- 4) inclusion.

Inclusion – is a process of increasing the participation level of all disabled people in society. It concern to all citizens, as well as physical and mental disabled individuals and their active present in social life. Education must provide equal participation of all children and adults at academic and social life. International society explains the “inclusion” term as active participation at social life. During inclusive approach to educational life the pupils of schools and their parents totally begin to accept the disabled children as a member of society.

Inclusive education is focused to improvement of child oriented methodology and accept that all children- individuals have certain needs in education. Inclusive education tries to elaborate more effective approaches for providing different training needs of children on different subjects. Within the framework of this model it is expected that disabled children will gain more adaptation to society and environment. We forget that such children have a right for being acceptable so, how they are in reality. Most times they are forced to integrate to current environment. During integration the problems of individual are considered him/her own problem, not a problem of educational institution. For example, if a child cannot fulfill some activity, the plan of training has not changed, because it is considered as deficiency of him/her functional activity. At the result child spends more time and energy for participation together with others in school life.

MATERIAL AND METHODS

Human personality is formed as a result of the effect of some factors and their mutual activity. Biological factors, environment, manners and personal activity play a great role in this process. Man is born as a biological creature, that’s why heredity law effects to him/her. Man isn’t born neither with ready abilities, nor as “white board”. He/she is born with certain natural opportunities. Natural opportunities include features of nervous system and brain structure, analyzer system, speech apparatus etc. Natural opportunities of men for organizing of trainings at inclusive classes are not unchanged. They can be changed depending on life condition, manners and environment. Beside that the environment can effect positively or negatively to men. Suitable flat-household condition, cultural-enlightenment, educational and

healthy institutions, work and relax condition, human relations are social environmental factors which strongly effect to personality development.

Studying of disabled children together with normal ones is problematical. Only inclusive study can create such opportunity. Inclusive education is studying of disabled children together with normal ones in educational institutions. This program supports the physically and mentally defected children for possibility to strive to own potential.

This education system increase belief to itself in disabled children and provide possessing equal rights with normal ones. Inclusive study not only supports the education rights of disabled children. This type of education is also aimed to integrate of physically defected children to society, to study them independently decision making possibilities and their rights. At the result the life desire and enthusiasm in disabled children has benn increased, they become hopeful for future.

The Rehabilitation Centre for Children with Down Syndrome which is located in Nizami district of Baku, has been constructed following the initiative of the Heydar Aliyev Foundation. On 7 October 2013, President of the Heydar Aliyev Foundation Mehriban Aliyeva attended the inauguration of the Centre. At the present time more than 200 children with Down's syndrome are spending rehabilitation in two turns. There is a computer room, speech therapist's, mathematics, astronomy rooms, a psychologist, preschool training, parents' rooms, as well as biology and zoology rooms, a sports hall and swimming pool, cinema and theatre halls at the Centre. Here functions also sculpture, working education, carpet-making, embroidery and painting circles. The pool at the Centre consists of two parts – a swimming and therapy sections. Communication, self-service and simple working skills are also forming in children here, trainings on correction of incompetence are conducting, rehabilitation of the social status of disabled children and their integration to society is providing.

In the Centre 67 children with Down Syndrome elder than 11 years old have been controlled by us during several months. Aim of researches was to show that the involvement of children with Down Syndrome to early mental developmental trainings has the highest

benefits, as well as to prove that such individuals are easily involving to inclusive education.

RESULTS AND DISCUSSION

In the Center there are men who were involved to trainings at early ages, as well as men who were involved at relatively late ages. Researches on intellect tests were conducted on 67 individuals. The results of researches are given at table 1.

Table 1.

Total number of individuals with Down's Syndrome		Level of intellect test (%)		
		Low	Middle	Relatively high
Men which were involved to trainings at early ages	38 men	70-80	55	35-40
Men which were involved to trainings at relatively late ages	29 men	85-90	60-65	55-60

From the table it became obviously that early developmental trainings have a great role in increasing of mental level of individuals with Down Syndrome. Thus, at the Rehabilitation Centre for Children with Down Syndrome the results of mental tests of the individuals which were involved to psychological and pedagogical trainings at early ages were higher. Most of such individuals could solve tests in low level. When applying tests in middle and highest level, high results were also obtained. Children which were involved to such early trainings also may be enrolled to scholls with inclusive education where they can obtain the highest results.

RESULTS

Thus, we can note that genetic factors may not prevent the integration of individuals with Down Syndrome to society and involvement of them to inclusive education. With involvement of such individuals to mental development trainings at early ages, mostly communicating with them make possible to partly eliminate these barriers. Children with Down Syndrome may communicate with other children, they may be involved to labor activity and even may make

decision about own life with qualitative medicinal and psychological support.

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