

THE SENSORY ROOM IS AN ESSENTIAL TOOL FOR THE DEVELOPMENT OF A CHILD WITH SPECIAL NEEDS

NEYKOVCHENA Olga, II didactic degree, psychologist,

Rehabilitation Center "Fidancik" mun. Comrat, Republic of Moldova

Rezumat. *Articolul descrie experiența muncii psiho-corective într-un mediu senzorial, folosind exemplul copiilor „speciali” din Centrul de Reabilitare „Fidancik” mun. Comrat. Termenul de copil „special” înseamnă copii cu o structură complexă a defectului. Acest articol va fi interesant pentru psihologi, logopezi, profesori-defectologi, studenți la psihologie, educatori, precum și pentru cei care lucrează direct cu copiii cu dizabilități. Camera senzorială este o cameră special echipată destinată desfășurării ședințelor terapeutice și profilactice necesare copiilor și adulților cu diverse dizabilități de dezvoltare.*

Abstract. *The article describes the experience of psycho-corrective work in a sensory environment, using the example of "special" children in the Rehabilitation Center "Fidancik" mun. Comrat. The term "special" child means children with a complex structure of the defect. This article will be interesting for psychologists, speech therapists, teachers-defectologists, psychology students, educators, as well as for those who directly work with children with disabilities. The sensory room is a specially equipped room designed for conducting therapeutic and prophylactic sessions necessary for children and adults with various developmental disabilities.*

Cuvinte cheie: *cameră senzorială, copil cu nevoi speciale, dezvoltare, stres psiho-emoțional, sferă volitivă, grădiniță, oglindă de perete, atitudine emoțională pozitivă, bazin uscat, activitate creativă.*

Keywords: *sensory room, child with special needs, development, psycho-emotional stress, volitional sphere, kindergarten, wall mirror, positive emotional attitude, dry pool, creative activity.*

Regardless of age and health status, a person in the sensory room feels complete peace, comfort and safety. The first appearance of sensory rooms dates back to 1970. Doctors of Dutch rehabilitation centers began using rooms with special equipment - light panels and fountains, flickering lamps and massagers, relaxing relaxation chairs and other unusual equipment to work with patients with cerebral palsy or those with neuropsychiatric disorders. An analysis of the experience accumulated by specialists in the application of such seemingly "strange" methods of treatment gave simply amazing results - it turned out that the effect obtained from the use of such rooms was unexpectedly high.

The successful experience of Dutch scientists was received with interest in the world community, and British scientists suggested expanding the range of use of sensory rooms - for treating patients, as well as for their rehabilitation, which is so necessary for people after severe stress, as well as in order to prevent the development of neuroses in them. Currently, the

effectiveness of the use of such rooms in rehabilitation and therapeutic practice has been proven by the experience of many countries, including Russia [2; c. 5].

In combination with psycho correctional classes in our work, we use a piece of magic - our sensory room, in which we work according to the educational and methodological manual "Sensory room - the magical world of health" edited by L.B. Bariaeva.

The urgency of the problem lies in the fact that not all children learn the kindergarten program at the proper level due to poor health. This project develops the motivation for the child's healthy behavior, the formation of the main type of thinking, gaining knowledge about the world around, stimulates creative activity. The relevance of classes in a sensory room is:

- the development of sensory sensations;
- removal of anxiety states;
- the development of all forms of sensitivity.

Purpose: preservation and strengthening of the psychophysical and emotional state of health in a multisensory environment. Tasks solved during correctional and developmental classes in the sensory room: prevention of psychophysical and emotional stress; creating a positive emotional state; the formation of the perception of color, sound, rhythm, coordination of the movements of your own body; relief of the state of anxiety, switching the energy of anxiety into a constructive channel; the formation of adequate self-esteem, overcoming fears and aggression; the development of memory, speech, fantasy, originality of thinking.

After a comprehensive examination, all specialists of the Rehabilitation Center "Fidancik" determine the indications for classes in the sensory room for children who have:

- 1) neuroses and neurosis-like states;
- 2) delayed psychomotor and speech development;
- 3) autism;
- 4) adaptation disorders.

The sensory room is an environment consisting of many different kinds of stimulants that affect the organs of sight, hearing, smell, and vestibular receptors.

The sensory room develops: motivation for healthy behavior; contributes to the formation of the main type of thinking; develops knowledge about the world around; stimulates creativity.

The sensory room helps to relieve muscle and psychoemotional tension, to activate the functions of the central nervous system in an enriched multisensory environment. It creates a feeling of safety and security, a positive emotional background, reduces anxiety and aggressiveness, relieves nervous excitement and anxiety, and activates brain activity. This is a comfortable environment that preserves and strengthens the health of children.

Sensory development plays a huge role in the psychological and social development of an individual. Even L. S. Vygotsky drew attention to the fact that the formation and development of higher mental functions is based on a complex process of integration of the external world into the internal one. He attached decisive importance to the process of perception for the development of speech, believing that a child can speak and think only by perceiving: “The development of perception of various modalities creates the primary basis on which speech begins to form” [3; c. thirteen].

The success of physical, mental and aesthetic education and development largely depends on the level of sensory development of children, that is, on the fact that: first, how well the child hears, sees, perceives the environment; secondly, how well he can handle this information; thirdly, how accurately he can express this knowledge in speech [2; p. 14].

Thus, sensory education involves the development of all types of child's perception (visual, auditory, tactile-motor), on the basis of which full-fledged ideas about the external properties of objects, their shape, size, position in space, smell and taste are formed.

Literary sources indicate the important role of sensory experience in the formation of speech, and in particular its nominative function. Perception and speech are interdependent in their formation: the constancy and generalization of perception, on the one hand, and the mobility of visual images, on the other, are formed and developed under the influence of the word, the latter, in turn, arises and is refined on the basis of the sensory sphere. These provisions indicate that the sensory development of the child is an important stage in the development of the child as a whole. In children with disabilities, the development of the sensory sphere significantly lags behind in terms of formation and is extremely uneven. Thus, the formation of ideas about sensory standards, which include color, shape, size, is disturbed.

Therefore, it is so important to pay attention to the sensory development of the child. The sensory room is a fairy tale in which everything murmurs, sounds, shimmers, beckons, helps to forget fears, soothes. Each child feels like a part of a special magical world in it, where everything is possible.

Our sensory room is attended by 18 children with a complex defect structure, intellectual disability, mental disorders, childhood autism, Down syndrome. The light table contributes to the development of imagination, the creation of a positive emotional mood, the release of psycho-emotional stress, promotes sensorimotor development, the integration of hand and eye movements, the development of both hemispheres of the brain.

In the classroom, we use such methods as: drawing with a fist, palm, edge of the thumb, drawing with a pinch, drawing with a little finger, symmetrically with two hands, cutting off excess, pouring from a fist. To develop tactile sensitivity and the vestibular apparatus, we use a dry pool, during classes a positive emotional mood is created, a hardening effect occurs, strengthening the muscles of the musculoskeletal system, relieving muscle tone.

A full body massage takes place in the dry pool. The activity may seem like a fun game. In fact, in order to perform the exercises, you need to make maximum physical effort. In our work we

use exercises: funnels, dives, rides, bicycle. The first thing that a child sees when entering the Sensory Room is a Dry Shower, which is used to stimulate tactile sensations, coordinate movements. Multicolored streams help the perception of space and one's body in it.

We use Fiberoptic threads to relieve stress and tension, develop tactile sensations, motor skills, and restore vision. Children sort out the fibers, examine them, learn to braid, relax. Bubble columns with fish contribute to the charging of positive emotions, the development of communication skills, stimulation of visual and tactile analyzers, the development of color perception, and have a relaxation effect.

A wall mirror with ultraviolet illumination stimulates tactile sensations, relieves stress, creates a positive attitude, develops communication skills and emotional-volitional sphere. With the wall mirror, we use games: "Monkeys", "Clowns", "Guess the mood", "Greetings".

We use a fountain with a luminous ball to develop auditory and visual sensitivity, helps to relieve psycho-emotional stress, strengthen a positive emotional mood during the lesson.

Conclusions. It can be noted that after visiting the Sensory Room, the level of aggression, anxiety, decreases. And such indicators as memory, attention, thinking, perception, fine motor skills, on the contrary, increase. In the sensory room, conditions are created for training the processes of inhibition, which are necessary for increased excitability and aggressiveness of the child.

The influence of sensory room effects contributes to: creating a sense of security in children; calmness; self-confidence; a wealth of positive emotions. The specific equipment of the sensory room makes it possible, in a space familiar to children, to perform various object-practical and play actions, combining motor and speech activity. This is facilitated by certain modules and stimulants, which have an attractive, colorful appearance with intricate lighting and shape.

In corrective work, the multifunctional environment of the sensory room is an additional and effective tool for the development of children. In addition, the sensory room ensures the rapid establishment of emotionally positive contact between the child and the adult, which increases the child's level of trust and respect for the adult and sets him up for effective and efficient work.

In general, the sensory room is a real opportunity to expand the life experience of children, enrich their sensory world. It is used as an "encyclopedia of stimulating sensations," offering a much wider variety of experiences than traditional surroundings.

Thus, we can summarize all of the above, the sensory room allows additional psychological and pedagogical support of special children in an alternative way, while forming in them a positive attitude, a creative spark of mental and physical health.

Bibliography

1. Kalmova, S.E, Orlova, L.F., Yavorovskaya, T.V. Sensory room - the magic world of health. 2006.
2. Kolos, G. G. Sensory room in a preschool institution. 2010.
3. Titar, A. I. Game developmental exercises in the sensory room. 2008.
4. Collection of teaching aids for working in the sensory room. Thefantasticworld. 2008.