

# Cognitive activity stimulation in the family of children with special needs



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## Cognitive activity

- aspiration to cognition, mental tension and volitional efforts manifestation in the process of mastering knowledge and activity experience.

# Cognitive activity structure :

## 1) **Motivational component**

- Reflects the child's cognitive needs, interests, incentives.

## 2) **Cognitive component**

- It is realized by children through the accumulation and comprehension of knowledge and experience.

## 3) **The activity component**

- Includes children's experience in acquiring skills and voluntary cognitive activity skills .

## 4) **Regulatory component**

- It is aimed at forming a conscious attitude of children to cognitive activity

# Cognitive activity development levels:

- **Electoral Activity**  
(on the basis of the orientation reflex "What is it? "and the choice of what is needed" is necessary ")
- **Initiative activity**  
(on my own initiative "I want to know")
- **Arbitrary activity**  
(characterized by the manifestation of strong-willed in the child's behavior by the arbitrariness of cognition and the development of mental processes "I can")
- **Conscious activity**  
(independent regulation of cognitive activity, awareness of the doctrine "should" importance)

# Cognitive activity development principles :

- **The continuity principle**

Take into account the general patterns and interrelations of the whole process as a whole when studying the cognitive activity of children in family education and upbringing.

- **The dialogue principle**

Connected with the need for dialogue and communication between the child and his relatives in the earliest childhood.

- **Variability principle**

The ability to choose the type and the task form in accordance with personal needs and opportunities, preferences.

- **Dynamism principle**

Aimed to provide an opportunity to build a mobile, outstripping and developing educational environment in the family. It is based on the position that the child does not stay in the environment, but overcomes, outgrows it, constantly changing based on the acquired experience.

# Pedagogical conditions for the development of cognitive activity in family education:

- Building a leading, learning and developing environment.
- Reliance on the self-worth of the childhood period and its sensitive significance.
- Realization of the individual educational trajectory of the child.
- Creative interrelations and interactions of mother and child.
- Perfection of the pedagogical level of competence.



# Forms of work with parents:

- Lectures' problem ;
- lectures on planned errors;
- group and individual consultations;
- problematic situations' analysis;
- dialogue's problem;
- business and simulation games;
- family clubs.



# Ways to stimulate the cognitive interests development



- Novelty of the material.
- Opening the new in the known.
- Justification of the practical importance of knowledge.
- Use of entertaining elements.
- Organization of the competition.
- Providing and maintaining friendly relations.



# Means, methods and techniques:

- Didactic games and exercises



# • Walking



# • Reading books



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- Conversations
- Usage of measuring instruments
- Musical instruments
- Productive activity
- Watching TV
- Dialogue, etc.

