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**EDUCATION OF EARLY CHILDREN WITH CEREBRAL PALSY
IN CONDITIONS OF DEPRIVATION
EDUCATION OF DEPRIVATED EARLY CHILDREN WITH CEREBRAL
PALSY IN AN INCLUSIVE ENVIRONMENT**

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Abstract. *The importance of the problem of raising deprived young children with cerebral palsy is determined by the need to take into account the peculiarities of their psychophysical development and create conditions for the prevention and overcoming of the state of deprivation in them, arising from the limitation or impossibility of satisfying the need for motor activity, sensory stimulation, and the establishment of emotional connection with loved ones. The negative impact of social, sensory, communicative deprivation on the mental development of a child with cerebral palsy actualizes the need for early assistance to these children in conditions of separation from their mother, long-term treatment in medical institutions, and stay in residential institutions.*

The upbringing of young children with cerebral palsy is primarily carried out in the family, and if it is impossible to organize it through deprivation of parental care, in residential institutions, where a favorable inclusive environment is organized. Creating an inclusive environment provides for equal opportunities for all children with special needs, and its main task is to overcome deviations in the development of children and prevent unwanted negative trends. The features of physical and sensory education of deprived young children with cerebral palsy in an inclusive environment are considered, including pedagogical influence on them to increase motor activity, develop fine and gross motor skills, and assimilate sensory standards for understanding the world around them.

Key words: *young child; upbringing of young children; deprivation; cerebral palsy; inclusive environment; physical education of children with cerebral palsy; sensory education.*

**ВИХОВАННЯ ДЕПРИВОВАНИХ ДІТЕЙ РАНЬОГО ВІКУ З ДЦП
В УМОВАХ ІНКЛЮЗИВНОГО СЕРЕДОВИЩА**

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Анотація. *Важливість проблеми виховання депривованих дітей раннього віку з ДЦП визначається необхідністю врахування особливостей їх психофізичного розвитку та*

створення умов для профілактики і подолання в них стану депривації, що виникає внаслідок обмеження чи неможливості задоволення потреби в руховій активності, сенсорній стимуляції, встановленні емоційного зв'язку з близькими людьми. Негативний вплив соціальної, сенсорної, комунікативної депривації на психічний розвиток дитини з ДЦП актуалізує потребу якомога раннього надання допомоги цим дітям в умовах розлуки з матір'ю, тривалого лікування в медичних закладах, перебування в інтернатних установах.

Виховання дітей раннього віку з ДЦП насамперед здійснюється у сім'ї, а за неможливості його організації через позбавлення батьківського піклування – у закладах інтернатного типу, де організовується сприятливе інклюзивне середовище. Створення інклюзивного середовища передбачає забезпечення рівних можливостей для всіх дітей з особливими потребами, а його головне завдання полягає у подоланні відхилень у розвитку дітей та профілактиці небажаних негативних тенденцій. Розглянуто особливості фізичного й сенсорного виховання депривованих дітей раннього віку з ДЦП в умовах інклюзивного середовища, що включає педагогічний вплив на них для підвищення рухової активності, розвитку дрібної та великої моторики, засвоєння сенсорних еталонів для пізнання навколишнього світу.

Ключові слова: *дитина раннього віку; виховання дітей раннього віку; депривація; дитячий церебральний параліч; інклюзивне середовище; фізичне виховання дітей з ДЦП; сенсорне виховання.*

Relevance of the study. The current complicated situation of general decrease in fertility in Ukraine is burdened by an increase in the proportion of the birth of physiologically immature children with various developmental disorders and health problems. Preserving and strengthening children's health, providing the necessary conditions for their full development and development and education is one of the urgent problems of society. It becomes especially relevant for young children, since the negative environmental impact, various problems of pre-natal development, unbalanced nutrition, mental overload or vice versa – limitation of sensory development, decrease in motor activity, various types of deprivation lead to deterioration of their health and cause significant developmental delays.

With the increase in the number of children with various disorders in psychophysiological development (children with cerebral palsy in particular), the urgency of solving the problem of their upbringing in the family and providing correction and pedagogical assistance to the specialists of different profiles has increased. At the same time, the development of young children with cerebral palsy is burdened by the problems of deprivation, which arise in them due to the limited or complete dissatisfaction with the basic needs of parental care, the establishment of emotional connections with beloved ones, motor activity, sensory enrichment of knowledge about the world around them.

If it is impossible to raise young children with cerebral palsy at home with a family, which is the very first environment for socialization of the individual, child's education is handled by specialists of different profiles in boarding schools. The necessary condition for the effectiveness of the educational process, on which the success of child's socialization with cerebral palsy, his ability to adapt to the world, is to create an inclusive environment that provides equal opportunities for all children with special needs. The experience of deprivation by children associated with

limitation or dissatisfaction of basic needs in communicating with close people, in motor activity, in emotional and cognitive development, complicates the process of education, requires an individual approach to each pupil and providing the most comfortable conditions for his development, as well as preventing undesirable negative tendencies. That is why it is reasonable to organize an inclusive environment in boarding schools for deprived young children with cerebral palsy, which is aimed at fulfilling the main task: overcoming deviations in the development of a child with special needs and prevention of negative onsets (*Kuzava, 2012; Poroshenko, 2019*). Providing the inclusive environment for deprived children with cerebral palsy, they specify educational goals of pedagogical work with them. Individual development programs of each pupil are developed, according to which the success of their achievements is determined not in accordance with the age norms of healthy children the same age, but in terms of the progress of individual development.

Analysis of recent research and publications. Problems of development of children in conditions of deprivation are studied by well-known scientists J.Bowlby, D.Winnicott, J.Langmayer, Z.Matejcek and others. Nowadays, V.Mushynskiy, D.Hoshovska, Y.Hoshovsky, N.Tokareva and others are studying the peculiarities of the development of deprived children with cerebral palsy.

The principles of providing diverse assistance to young children with cerebral palsy and the peculiarities of their education are highlighted in the works of scientists D.Zavitrenko, R.Ivankova, V.Kashchuk, M.Krivonis, N. Maksymenko, R.Nugaeva, A.Sirenko, S. Trykoz, S.Yakovleva, others.

Features of inclusive environment organization are described in the research of A.Kolupaeva, I.Kuzava, M.Poroshenko, A.Sirenko, O.Taranchenko and others. At the same time, the problem of purposeful education of deprived young children with cerebral palsy in an inclusive environment requires further study and search of effective means of educational work with these children to ensure their full development.

Statement of the research purpose. The purpose of the research is to reveal the features of the education of deprived young children with cerebral palsy in an inclusive environment, implemented through the following tasks: 1) to identify the peculiarities of the development of deprived young children with cerebral palsy; 2) to establish the causes and onsets of deprivation in the physical, sensory, emotional-volitional sphere of young children with cerebral palsy; 3) to consider the essence and importance of physical, sensory education of deprived young children with cerebral palsy in an inclusive environment; 4) to determine the conditions for successful education of young children with cerebral palsy.

Results of the research. A special category of children who need special attention and quality care, psychological and pedagogical support and special education are young children with cerebral palsy. In the clinical picture of cerebral palsy among leading are motor disorders, which «are often combined with disorders of the mental, speech, other analytical systems and in conditions of insufficient correction can negatively affect the development of mental functions, speech and

intelligence in general» (*Bowlby, 2004:117*). S.Yakovleva notes that children with cerebral palsy have «impaired structure of sensory cognition, different types of perceptual actions, gnostic processes», which necessitates possible provision of correctional and pedagogical and rehabilitation care aimed at developing motor and mental activity as soon as possible (*Yakovleva, 2013: 421*).

According to N.Tokareva, the importance of purposeful education of young children with cerebral palsy is due to the «sensitivity of this age to psychological-pedagogical, neuro-physiological stimulation, which contributes to the activation of the child's body's resources for physical, sensomotor, intellectual development, primary socialization, and, if necessary, involves the involvement of compensatory mechanisms to solve the problems of personal development and habilitation (from latin "habilis" – to be capable of anything), that means polyvector process of primary development of child's ability to certain actions, acquisition or development of not yet formed functions and skills» (*Tokareva, 2021:134*).

Scientists K.Vanko and A.Sirenko point out that «early childhood is the period of development of a child from 1 year to 3 years, during which the social situation of development and leading activity changes. The leading type of activity at this age is substantive, therefore, situational and business communication with an adult becomes a form and means of organizing this subject activity, in which the child masters the socially selected ways of dealing with objects. An adult becomes not only a "source of subjects" and an assistant in the manipulations of a child, but also a participant in its activities and a role model» (*Sirenko, 2014: 18-19*). That is why communication and interaction with an adult (first of all, with parents) are vital for the development of an early child.

Considering the problem of providing necessary assistance to children with cerebral palsy, we pay attention to the occurrence of their state of deprivation, resulting from the limitation or inability to satisfy the need for motor activity, in sensory stimulation, in establishing emotional connection with relatives and beloved ones. In such cases, we are talking about different types of deprivation (sensory, emotional), which can also occur due to prolonged treatment and stay in medical institutions, institutions for orphans deprived of parental care (social).

According to the peculiarities of the mental development of young children with cerebral palsy, special attention is paid to the emotional aspects of deprivation. J.Langmayer, Z.Mateychek believes that deprivation is «a socio-mental state arising from life situations where a person is not given the opportunity to meet certain of his basic (vital) mental needs sufficiently for quite a long time» (*Langmayer, 1984: 22*).

The first and most important in ensuring the development of young child is parental (first of all, maternal) education and care. Mother «promotes sensory integration of the child, containment of negative emotional states, optimizes the development of basic trust in the world». However, deprivation of maternal care, which leads to deprivation, «leads to limitation (or blocking) of the child's significant needs in direct emotional communication, psychological support, cognitive and personal development, and therefore determines deviations in the rate of physical,

mental and social health of the child, causes difficulties in socio-psychological adaptation» (*Tokareva, 2021:134*).

The problem of deprivation was considered by many scientists, especially the negative impact of mental (primarily maternal) deprivation on the further development of the individual. J. Bowlby, D. Winnicott, J. Langmeyer and Z. Matejcek and others point out the close relationship between deficiency of emotional warmth, maternal attention and care, limitation of satisfaction of the need for parental care and various emotional and cognitive disorders in the child's mental (*Bowlby, 2004; Winnicot, 2004; Langmeyer, 1984*). In particular, D. Winnicot points out that the violation of relationships in the «mother-child» dyad is a factor in the occurrence of violations of the personal and behavioral sphere, instability of scenarios of the growing child's interaction with surrounding people and the environment, low emotional control of behavior, increased aggressiveness, impulsiveness, anxiety (*Winnicot, 2004: 68-70*). J. Bowlby argues that the destruction of emotional connections between the child and the parents (primarily, with a mother), the loss of affection in the «parent-child» system, leads to serious disorders in the child's psychics. In the conditions of prolonged maternal deprivation, he or she forms an «emotionless» personality that further seeks to implement non-adaptive, deviant behavior in childhood and adolescence (*Bowlby, 2004:56*).

J. Langmeyer and Z. Mateychek emphasizes that the development of the child in conditions of deprivation due to lack of emotional connections in the family is complicated by the lack of his/hers cognitive and physical development, psychosomatic problems. Lack of emotional support, communication of the child with the mother due to her absence (in case of her death or refusal of parental duties), temporary stay in treatment of the child, coldness of relations, emotional removal of parents, incorrect models of family upbringing – all this leads to different emotional disorders of the child (irritation, hostility, aggression, negativity, or vice versa – high anxiety, apathy, etc.). Scientists emphasize that the consequences of deprivation at a young age can cause speech delay, intellectual disorders, social isolation of the child and non-adaptive behavior (*Langmeyer, 1984:67*).

The need for parental love and attention is clearly illustrated by the phenomenon of deprivation (lack of social, emotional, sensory stimulation of the child's development). «Pupils of children's institutions are characterized by impaired physical and mental development, abilities, lag in learning, non-communication, low intelligence, aggressiveness, apathy, non-adaptive behavior. Children deprived of parental care, being in conditions of deprivation, suffer from a lack of personalized, aimed at developing their individual life contacts. Hugs, cuddling, the ability to touch the body of an adult, communication are as important as air and food» (*Mushynskiy, 2009:144*).

In the research of D. Hoshovska and Ya. Hoshovskiy noted that «mental deprivation inhibits the course of personal development, fulfilling it with discomfort and deviant segments» (*Hoshovska, 2016: 218*). Due to the experience of deprivation, the child's vital stability is reduced, and his/her personality development occurs with

a narrowing of communicative activity, psycho-emotional fragmentation, as well as tendencies to social autism, passivity, etc.

I.Hoshovskiy considers the conditions of upbringing children in boarding schools and points out that deprivation separates pupils from social ties with the outside world, complicates the establishment of meaningful relations due to the lack of interpersonal relationships in the «parents-children» system. The scientist sees the reasons for parental (maternal) deprivation in the absence of vital contacts with parents in young children, which makes it impossible to assimilate the experience of family life, role scenarios of communication, causes personal disorders in further development (*Hoshovskiy, 2008: 40*).

Among the types of deprivation that can occur in young children, Ya.Hoshovskiy distinguishes social, sensory and communicative ones. Social deprivation (primarily family) occurs in children in case of loss of parental care, lack of emotional connection with members of their family. The consequence of social deprivation is a partial loss of identification, lack of experience in establishing and maintaining interpersonal relationships, onsets of increased aggressiveness, hostility or anxiety, apathy (*Hoshovskiy, 2012: 18*).

Sensory deprivation is understood as «prolonged deprivation of a person's visual, auditory, tactile or other sensations, mobility, communication, emotional experiences», which leads to sensory hunger, dissatisfaction with the basic needs of impressions, learning from the world around him/her. Among the consequences we see decrease and mood swings, disorder of orientation in time and space, anxiety, psychosomatic sensations, headaches, etc. Communicative deprivation involves insufficient communication, limited circles of people with whom the need for establishing relationships is partially satisfied (in conditions of children's stay in boarding schools or long-term treatment) (*Hoshovskiy, 2012: 18*).

At the same time, researchers D.Hoshovska and Ya.Hoshovskiy notes that different types of deprivation can be superimposed and work comprehensively, causing disorders and disharmony in the personal development of the child. They note that «the accumulation of various types of deprivation (social, sensory, communicative, etc.) leads to the leveling of the individual psychostructure of the individual» (*Hoshovska, 2016: 225*).

Education of young child with cerebral palsy should take place primarily in the family circle, but in case of parents' absence (in case of their death or refusal of parental care), it is carried out in boarding schools. «Full support of mental development of young children in conditions of parental deprivation (in the absence of care and proper care, establishing emotional connections) is carried out by a team of diverse specialists whose work is focused on harmonizing the life of a child outside the family» (*Tokareva, 2021: 139*).

The emotional and personal sphere of young children with cerebral palsy is characterized by increased irritability, anxiety, negativity. Considering the peculiarities of the development of children with cerebral palsy, M.Barbulat, D.Zavitrenko and A.Zavitrenko note that these children are characterized by immaturity of the emotional-volitional sphere, decrease in volitional activity,

egocentrism, the presence of suggestibility associated with improper upbringing. In particular, emotional disorders in children with cerebral palsy are caused by upbringing according to the type of overprotection, early experience of social and mental deprivation, frequent cases of hospitalization and surgical interventions (*Zavitrenko, 2019: 119*).

According to S.Yakovleva, «the pathogenic effect on the upbringing of children with cerebral palsy is carried out by parents who feel guilty for such child's disease. Overprotection often interferes with a child's normal mental development by forming inactivity and addiction» (*Yakovleva, 2013: 423*). Therefore, young children with cerebral palsy are adversely affected by the lack of proper education, care and nursing from parents, as well as their wrong attitude to the child, his/her psychophysical disorders, providing over support and help, inadequate choice of family style of upbringing.

In boarding schools, education of young children with cerebral palsy is implemented in an inclusive environment, which provides «creation of equal opportunities for all children with special educational needs and ensuring their success in the educational process and in later life» (*Poroshenko, 2019: 13*). The organization of an educational environment that meets the needs and capabilities of each child (inclusive) is carried out on the basis of inclusive education.

According to I.Kuzava, «the main task of the inclusive environment is to overcome deviations in the development of a pupil with special needs and to prevent undesirable negative tendencies» (*Kuzava, 2012: 317*). The concept of an inclusive environment, the researcher proposes to understand as «a living space that provides an increase in self-respect and self-confidence of children who need to correct psychophysical development» (*Kuzava, 2012: 317*).

Considering the peculiarities of the inclusive educational process, Poroshenko points out that in the inclusive environment, the special educational needs of each child is the basis for planning educative and educational work with them. Depending on the child's special educational needs (in our case – cerebral palsy and concomitant psychophysical disorders), they determine the educational goals of pedagogical work with him/her, they develop individual development program, they use adapted strategies and methods of evaluating his/her achievements. At the same time, the main criterion for the success of educational work by children with special educational needs is the individual achievements of each pupil, the effectiveness of progress in the child's development (*Poroshenko, 2019: 16*).

After the first stage of socialization of the child with cerebral palsy in the family, which is a natural environment for the physical, intellectual, social development of the child with special educational needs, the child begins to attend the institution of education. For children with cerebral palsy who are deprived of parental care, this stage of socialization takes place in boarding schools.

In an inclusive environment, educational work with young children with cerebral palsy includes such areas as: development of the intellectual sphere; development of speech and emotional sphere; assistance in overcoming social and pedagogical difficulties and age crises; development and securing of positive moral

foundations of the child's personality; adaptation in the team of children, involving a child with cerebral palsy to communicate with other pupils of the institution (*Poroshenko, 2019: 101*).

An important condition for the inclusive environment is a free educational space, in particular, the architectural accessibility of an institution that should be provided with physical capability and convenience of entering the rooms, physical safety when moving around the institution, the possibility of free receiving the services provided in it (*Poroshenko, 2019: 108*).

According to S.Yakovleva, the education of young children with cerebral palsy should take place in conjunction with learning and properly organized treatment aimed at «achieving the development of cognitive capabilities of children in the process of learning, forming their own experience that would precede social adaptation» (*Yakovleva, 2013: 421*). And if the treatment involves correction of motor disorders, physiotherapy, massages, physical training, then physical and sensory education aims to «create regime for successful every day, educational, labor activities» (*Yakovleva, 2013: 421*).

According to N.Tokareva, in the process of educational work with young children in conditions of mental deprivation, «important compensatory predictors of their adaptive behavior are: 1) resource environment that provides opportunities for motor activity of the child; 2) the environment of the child's mental development, enriched with various modal sensory stimuli that should be skillfully selected and correspond to the age and psychophysical characteristics of the child's development with cerebral palsy, must be confirmed with positive emotions from receiving new impressions from different sources, which ensures the construction of adaptive cognitive models of the world perception; 3) building positive stable relationships between the child and close people who ensure the satisfaction of the basic needs of the child and take care of him/her (personally centered interaction); 4) using of special developmental measures (educational and psychotherapeutic), which can relieve the child's perception of models of adaptive behavior and adequate social roles» (*Tokareva, 2021: 138-139*).

Describing the requirements for the organization of the educational process with children with cerebral palsy in an inclusive environment, A.Kolupaeva and O.Taranchenko note that a specialist of a diverse team (teacher, psychologist or medical worker) should first equip the child's workplace, so that the child can freely stand and leave the table, and the space should be sufficient for free manipulation of various objects. Given the motor characteristics of children with cerebral palsy, their rapid fatigue, it is necessary to vary the forms of performing various tasks (*Kolupaeva, 2019: 191*).

The importance of purposeful physical education of children with cerebral palsy is due to its «corrective tasks contributing to: 1) the development of children's speech through movement (due to the combination of sounds and movements; stimulation of sound reproduction; providing sound-coloring to movements; rhythmization of motor activity; development of small and general motor skills during role-playing mobile games with sound expression); 2) development in the

process of physical education of dimensional and time concept of children like “near-far”, “above-below”, “left-right”; 3) studying in the process of subject activity of various physical properties of materials (smooth-rigid, light-heavy), as well as the practical purpose of subjects; 4) development in the course of activities of different kinds of children’s thinking (visual-action, practical, etc.); 5) positive impact on the emotional sphere of the child, development of his/her moral and volitional qualities formed in the process of mobile games, special exercise, etc» (*Yakovleva, 2013: 421-422*).

According to R.Ivankova, in the physical education of young children, the most important are «exercises for training the motor skills of the fingers, which speed up the process of functional maturation of the brain. The effect is seen both right after the exercise, and prolonged, contributing to a steady increase in the capacity of the central nervous system. Of course, when performing many exercises and games, children with cerebral palsy initially experience difficulties, but when they are carried out regularly, and during the organization to use a variety of techniques, it becomes a powerful means of improving the performance of the cerebral cortex, which stimulates the development of the child’s cognitive processes (thinking, speaking)» (*Ivankova, 2002: 55*).

According to R.Nugaeva, «the developed fine motor skills (manual abilities) of young children directly affect their successes in the game and further mental and physical development, and the game consolidates the successes of fine motor skills of children’s hands» (*Nugaeva, 2013: 403*).

A.Mastaler indicates the value of using of finger games in educational work with children with disorders of psychophysical development, which involve the staging of any rhymed stories, fairy tales with the help of fingers. In this case, many games require the participation of both hands, which makes it possible for children to navigate the concepts of «right», «left», «up», «down», etc. At the beginning and at the end of the game, there should be relaxation exercises to relieve excessive tension in the muscles. It can be smoothing, light movements, waving (*Mastaler, 2015: 244*).

Most children with cerebral palsy «have the preserved potential for the development of higher forms of cognitive activity, which are the most essential for cognitive properties of objects and phenomena of the world and the further development of the child through sensory and kinesthetic perceptions» (*Yakovleva, 2013: 422*). Therefore, sensory education is effective, which is designed to overcome the shortcomings of the development of sensory functions in children with cerebral palsy. These children are characterized by «serious difficulties to a specific and sensual knowledge of the world, which is manifested in late and insufficient development of subject actions. In young children with cerebral palsy, there is a delay in the development of ideas about the signs of surrounding objects, the ability to navigate in their mutual location. This limits the imagination of the child, makes the world around him less differentiated» (*Yakovleva, 2013, p. 422*).

As O.Drobotii, M.Kryvonis points out, «sensory education is understood as a purposeful, specially organized pedagogical process, its purpose is to form ideas about sensory standards, their properties and dimensional relationships. At the same

time, sensory education is a part of the mental and physical education of the child, aimed at the development of his/her sensations and perceptions (auditory, tactile, visual)» (*Kryvonis, 2012: 6*). The main tasks of sensory education include: «the development of generalized knowledge and skills that provide a child with a wide orientation in the world; development of ideas about external properties and qualities of things; introduction of acquired sensory experience in the activity of the child; timely and correct combination of sensory experience with the word» (*Trykoz, 2010: 67*).

N.Kashchuk offers to hold specially organized classes on sensory education for young children. Initially, this work involves the accumulation of sensory concept, creation of the child's environment (speech and non-language sounds, varied and sufficient visual impressions), as well as special classes on sensory education (in the first year of life). Then classes are held with the help of didactic games and exercises with specially made visual materials (tabs and trellis, colored sticks, didactic tables, etc.). Further sensory development is carried out during painting, elementary design, in everyday life (*Kashchuk, 2015: 1*).

Productive activities, namely games and painting, have a great influence on the development of sensory education of a young child. Games that develop sensory perception bring joy, interest, self-confidence and their abilities into the life of a young child. Games that use actions with objects develop not only the movement, but also the perception, attention, memory, thinking and speech of the child.

The main means of sensory education includes special didactic games and sensory exercises by S.Trykoz. In this case, didactic games are used for the purpose of mastering perceptive agents (sensory standards and exercises) for the assimilation of perceptive operations (examination actions). Perceptive tools and operations are associated with solving single problems of perceptual action: search, detection, distinction, identification, display of sensory in development (*Trykoz, 2010: 68*).

Sensory education is important for further practical, especially artistic and creative activities of children. According to N.Maksymenko, «through active participation in various activities (in design, painting, modeling, singing, etc.), young child learns generalized ways of observing (considering and comparing) subjects. A significant role in sensory education is played by speech, verbal instructions and signs used by adults» (*Maksymenko, 2013: 59*).

At the same time, according to N.Maksymenko, sensory education of young children is based on a number of didactic principles, namely: 1) enrichment and deepening of the content of sensory education, which involves the development of a wide orientation in children in a subject environment; 2) combining children's learning with sensory actions with various types of meaningful activities; 3) notification to children of generalized knowledge and skills related to orientation in the environment; 4) development of systematic ideas about the properties and qualities that are the basis, that is the standards of examination of any subject, the child must correlate the received in development with the knowledge and experience that he/she already has (*Maksymenko, 2013: 60-63*).

Important conditions for the successful physical and sensitive education of children with cerebral palsy are «adherence to the regime of the day, clear organization of the daily life of the child, excluding opportunities not to complete the actions started by the child» (*Yakovleva, 2013: 423*). We consider it reasonable to supplement these conditions of effectiveness of education of young children with cerebral palsy with the need for constant enrichment of the environment with bright sensory stimuli, expansion of children's experience in their cognition. It is also reasonable to use physical and sensory games and exercises aimed at comprehensive development in various tasks that allow to firmly consolidating the learned skills. After all, as N.Kaschuk testifies, «the review of acquired skills and abilities should differ from the main task, pre-completed. The simple repetition of the same tasks can lead to mechanical, situational memorization and not to the progressive development of mental activity of young children» (*Kashchuk, 2015: 1*). Therefore, for higher efficiency of educational work with children with cerebral palsy, we consider it reasonable to select similar tasks that allow children to apply the acquired skills during their classes, as well as expand their horizons; enrich the idea of the world.

Moreover, the main conditions for the implementation of correction and pedagogical influence on children with cerebral palsy in the course of their education are: 1) the complex nature of such work, which provides for constant control of the mutual influence of motor, speech and mental disorders in the dynamic development of the child; 2) early beginning of complex influence based on preserved functions and is built taking into account the stage of psycholinguistic development of the child; 3) organization of educational work within the leading activities – subject-manipulative, gaming, cognitive; 4) monitoring the dynamics of psycholinguistic development of young child with cerebral palsy; 5) close cooperation of parents and all specialists who educate, teach and care children with cerebral palsy (*Yakovlev, 2013: 423*).

We consider the meaning of I.Kuzava, who considers that the creation of an inclusive environment for the education of children with cerebral palsy is a «flexible, individualized system that involves not only the adaptation of the physical environment, but also the training of teachers, a change in the system of giving pupils the opportunity to learn according to an individual curriculum, providing medical, social, psychological, pedagogical and scientific support, the creation of educational programs, educational and methodological support» (*Kuzava, 2012: 18*).

Thus, important directions in working with children with cerebral palsy are physical and sensory education, which include opportunities for restoring motor activity, learning coordination of movements, development of small and large motor skills, as well as creating conditions for the assimilation of sensory standards, orientation in time and space, enrichment of knowledge about the surrounding world. The conditions for the effectiveness of physical and sensory education of young children with cerebral palsy are the early beginning of complex influence, the organization of educational work within the leading activities, observance of the regime of the day, enrichment of the environment with bright sensory stimuli, the use of various games and exercises aimed at comprehensive development.

Conclusions and prospects. Education of young children with cerebral palsy involves first of all taking into account the peculiarities of their psychophysical development, the specifics of their motor and mental dysfunctions. These children are characterized by difficulties of cognitive activity, immaturity of emotional-volitional and personal sphere, delay of speech development, complicated assimilation of role aspects of communicative interaction with other people.

The basis for the physical and mental development of the young child is laid by parents who have a comprehensive influence on him/her and form his/her developmental directions. If it is impossible to establish a close emotional connection in the «parent-child» system (due to the absence of parents, deprivation of parental care, cold relationships in the family), a state of deprivation occurs, which negatively reflects on all its further development. Among the negative effects of deprivation at an early age, deviations in the rate of physical, mental and speech development, intellectual disorders, non-adaptive behavior, negative psychosomatic states, violations of the emotional and volitional sphere – aggressiveness, negativity, anxiety, apathy, etc.

To overcome the state of deprivation and its consequences in young child with cerebral palsy, there is an educational work, which is implemented by parents or (in case of their absence) by a team of diverse specialists who provide assistance to such children in boarding schools. One of the conditions for the effectiveness of educational work with deprived children with cerebral palsy is the creation of an inclusive environment in the institution, which provides equal opportunities for all children with special needs. The main task of the inclusive environment is to overcome deviations in the development of a pupil with special needs and prevent undesirable negative tendencies. Providing an inclusive environment for deprived children with cerebral palsy contributes to the definition of educational goals of pedagogical work with them, the development of individual development programs, the use of adapted strategies and methods for assessing their achievements.

We considered the peculiarities of the implementation of physical and sensory education of young children with cerebral palsy in conditions of inclusive environment, which includes pedagogical influence on children in order to develop their motor activity, small and large motor skills, development of their sensations and perceptions (auditory, tactile, visual), assimilation of sensory standards, which makes it possible to learn the world around them. Important means of educational influence on young children are physical and sensory exercises, game activities, finger games, painting.

A promising direction of the research is the further search for effective ways to organize educational work with deprived young children with cerebral palsy in an inclusive environment that will ensure comprehensive development and comprehensive recovery of impaired functions in such children.

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