

INTERDISCIPLINARY DISCOURSE IN RESEARCH OF SOCIAL AND DOMESTIC SKILLS AMONG PRESCHOOL CHILDREN WITH INFANTILE CEREBRAL PARALYSIS

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Abstract

The article is dedicated to consideration of interdisciplinarity as a methodological principle of modern scientific research in reference to social and domestic skills formation among preschool children with infantile cerebral paralysis. Meta-objective interpretation of the “social and domestic skills” notion has been defined. It has been discovered that the notion “social and domestic skills” is an integrative one, and thus can be considered from the perspective of interdisciplinary approach. The essential content of the notion has been theoretically proved through its analysis in linguistics, culturology, sociology, preschool correctional pedagogy, preschool psychology and psychology for special needs, recreation therapy, and social pedagogy.

KEY WORDS: infantile cerebral paralysis, preschool children, social and domestic skills, interdisciplinary analysis.

Anotacija

Straipsnis skirtas tarpdiscipliniškumui, kaip metodologiniam šiandieninių mokslinių tyrimų pagrindui, tiriant ikimokyklinio amžiaus vaikų, turinčių cerebrinį paralyžių, socialinių ir kasdienių įgūdžių formavimąsi. Pateikiama „socialinių ir kasdienių įgūdžių“ koncepto metainterpretacija. Tyrimas atskleidė, kad *socialinių ir kasdienių įgūdžių* sąvokos yra integratuotos, todėl gali būti diskutuojama tarpdiscipliniškumo kontekste. Svarbiausi šios sąvokos dėmenys teoriškai pagrįsti lingvistikos, kultūrologijos, sociologijos, ikimokyklinės specialiosios pedagogikos, ikimokyklinės ir specialiųjų poreikių psichologijos, rekreacinės terapijos ir socialinės pedagogikos mokslų.

PAGRINDINIAI ŽODŽIAI: kūdikių cerebrinis paralyžius, ikimokyklinio amžiaus vaikai, socialiniai ir kasdieniai įgūdžiai, tarpdisciplininė analizė.

Introduction

Social and domestic skills formation is a key objective of the preschool development period of children with infantile cerebral paralysis. Despite the importance of such work, the scientific and practical approaches to the formation of social and domestic skills among such children are only developing in the educational environment of Ukraine.

Therefore, the interdisciplinarity as a methodological principle of modern scientific research becomes topical. Scientific understanding and usage of the term “social and domestic skills” denotes the existence of various views on rather broad

and modern interpretation of it in every science. By using knowledge of modern sciences (linguistics, sociology, culturology, preschool and correctional pedagogy, preschool psychology and psychology for special needs, recreation therapy) in particular, it is possible to determine common tendencies of the notion “social and domestic skills”, as well as to understand the integral potential of it, that shall be the guideline for theoretical justification and development of innovative technology for social and domestic skills formation among preschool children with infantile cerebral paralysis.

Therefore, the object of our article is the interdisciplinary analysis of the notion “social and domestic skills” of preschool children with infantile cerebral paralysis. Accordingly, the object of our article shall be achieved in the specification process of the notion “social and domestic skills” content in the context of interdisciplinary discourse.

1. Methods

Theoretical methods: deductive method (axiomatic-deductive and hypothetical) has been used for systematic description of the phenomenon studied; modelling (structural and functional) has been used for construction of the model in which the notion “social and domestic skills” of preschool children with infantile cerebral paralysis is presented in the interdisciplinary discourse.

2. Results and discussion

The leading notion of our research is “social and domestic skills”.

We consider it necessary to analyze the abovementioned category on the basis of theoretical and methodological principles of interdisciplinary methodology for a thorough explanation of its semantic content.

We support scientific views of A. Uybo (1990), who considers interdisciplinarity as a methodological principle of modern scientific research, which involves the widespread use of scientific information regardless of its disciplinary belonging, i.e. a methodological formulation of synthesis of scientific knowledge originated in different disciplines in research projects and studies.

We consider the defined approach appropriate, as the interdisciplinary methodology reflects the tendencies of modern vocational training of teachers-recreation therapists, related to its integration, fundamentalization, polyparadigmality and polyapproachability (Romanenko, 2014; Shevtsov, 2012; Khvorova, 2014). It becomes important in the context of implementation of psychological and peda-

gological support of preschool children with infantile cerebral paralysis (hereinafter referred to as ICP), including the area of their social and domestic skills formation.

We consider the introduction of interdisciplinary methodology to the process of social and domestic skills formation among preschool children with infantile cerebral paralysis as a part of a general problem of improving the rehabilitative services provision, and of effective psychological and pedagogical support of preschool children with infantile cerebral paralysis.

The phenomenon and the idea of interdisciplinarity are spreading in educational process. A significant contribution to the justification of this notion has been particularly made by Ukrainian and foreign researchers, who: distinguish such notions as “interdisciplinarity”, “polydisciplinarity”, and “transdisciplinarity” (Budanov, 2015; Kniازهva, 2016; Kurdiushov, 2005) consider interdisciplinarity as a stage of development between fundamentality and innovations in science (Goncharenko, 1991); define the philosophical aspect of interdisciplinarity as a general scientific methodology (Krugliak, 2017).

We hold a view, according to which the interdisciplinarity is interpreted as an approach that deals with a subject being beyond a discipline while its purpose consisting in transferring methods from one discipline to another by means of comparison remains within the disciplinary research.

The phrase “social and domestic skills” combines such words: “social”, “domestic” and “skills”. A detailed description of their meaning on the basis of their combinatorial analysis shall allow us to interpret the phrase.

Logical semantics is a transitional branch of linguistics and logic, an external semantics, which explores the correlation between the meaning of linguistic statements and subjects of objective reality in the perspective of its validity/invalidity. The conditions for determining the validity assessment were formulated by A. Tarski (1944), the Polish logician, who studied the semantics of logic languages. His language model was a condition of statements’ validity based on attributing the objects of subject area to language symbols (Tarski, 1944).

The meaning of a statement (the notion “social and domestic skills” in this case) is a function of its parts’ meanings and syntactic rules of their combinations (Frege, 2000; Lyons, 2003).

Such school of linguistic semantics as combinatorial semantics shall help us to distinguish the semantic compatibility of words in the phrase “social and living skills” (Apresian, 2009; Gak, 1975; Katz and Fodor, 1963).

Combinatorial semantics is the branch of linguistic semantics, which studies rules and conditions of semantic compatibility of words, allowing some combinations and prohibiting others, distinguishing the meaning of some combinations and identifying the content of others (Kononenko, 2003). The phrase “social and do-

mestic skills” combines such words: “social”, “domestic” and “skills”. A detailed description of their meaning on the basis of their combinatorics allows interpreting the phrase as a logical combination of the words “social”, “domestic” and “skills” connected grammatically and by content. The phrase “social and domestic skills” is used to describe objects and their features more clearly, as well as the actions they perform.

The term “social” conveys a great deal due to its origin. “Social” (from Latin “socialis”) means public, related to people’s lives and relationships in society. In this meaning, it refers not only to social development and person’s education, but to their focus on social values, norms and rules of society (environment), in which they have to live and realize their potentials (Mardakhaiev, 2008, p. 8).

Conjunction is the logical-semantic basis for combinatorial meaning analysis of the compatible words “social” and “domestic”.

Domestic (related to the phrase “everyday life”; everyday life is a non-productive sphere of public life, it is a set of ways and forms to satisfy material and spiritual needs of people) is what occurs in common, everyday life (Kudrytskyi, 1987, p. 702). The adoption of social norms and rules is impossible outside the sphere of everyday life. Everyday life is a structure of daily life, including the satisfaction of food, clothing, housing and health maintenance needs (people’s physical needs), as well as adoption of spiritual values, communication culture, and recreation. It is being formed and changed under the influence of material production, social relations, level of culture, and it has a huge impact on other aspects of people’s lives and on personality formation (Golovin, 2003, p. 76).

The word “skill” is characterized by denotation of connection between the words “social” and “domestic”. The analysis indicates that the word “skill” is a derivative form by origin, it is formed out of the verb “to skill” without changes in its morphemic structure.

Thus, the notion of “social and domestic skills” is integrated; it consists of both domestic and social skills. Domestic skill is an automated component of conscious activity, developed by a subject as a result of systematic and successive exercises aimed at meeting daily living needs that may not be satisfied without mastering the skill of social interaction with adults and peers. A child with ICP gradually masters the technical side of the process and acquires practical domestic competences with the help of an adult. On the one hand, children with ICP should acquire practical domestic competencies to ensure the satisfaction of their basic needs (for food, clothing, housing, health maintenance), and on the other hand they should acquire social competence to promote social adaptation of their personality. A social interaction skill is one of the key social competencies in modern information society. It includes the ability to cooperate; the willingness to interact with adults, peers and

other children; the ability to adapt to a new group, team, unfamiliar conditions, and a number of other skills.

Interdisciplinary and integrative nature of the notion “social and domestic skills” involves extensive use of information of such sciences as sociology and culturology.

Considering the difference between the named branches of knowledge, we are able to use the scientific information of each science for a thorough semantic content interpretation of the notion “social and domestic skills”.

A sociological component of the educational process, particularly in the social and domestic skills formation among preschool children with ICP within Centers for Social Rehabilitation is a component that embraces the relations between the participants in educational process, and reflects not only the specific interaction between a teacher and children, but also a social orientation and the importance of socialization for preschool children with ICP.

Analysis of current sociological researches gives evidence of scientific research in the area of application of modern technologies of rehabilitation for children with disabilities, including ICP. The formation of social and domestic skills is considered in terms of “occupational therapy” (Arbeitstherapie). Such matter has been considered in the papers of J. Alexander (1988), L. Althusser (1971), P. Bourdieu (1958), A. Gramsci (1961), S. Turner (1990), L. Wittgenstein (1997). Scientific research of the problem concerning implementation of social applied technologies of rehabilitation has been disclosed in the papers of L. Volkova (2003), A. Vorontsov (2013), I. Deviatko (1998), A. Kravchenko (1990).

Social action is the conceptual basis of functioning and development of social technologies of rehabilitation. Implementation of sociological approaches to social technologies of rehabilitation of children with ICP in the educational process becomes a topical matter. Sociologists consider social and domestic skills as the ones being formed in the work-therapeutic activities and in the context of social action. They are purposeful and meaningful; they are formed by relevant rules and provide symbolic interaction and communication, as well as allow speaking about the importance of work-therapeutic social practices. In the context of social and domestic skills formation among children with ICP in the process of occupational therapy, it is appropriate to talk about objectification and socialization of “ready-made institutional pattern”, i.e. about a “socialized” action in fact.

Structuralism as a sociological concept makes it possible to analyze occupational-therapeutic practices as well as social and domestic skills, formed through the prism of social interaction in the process of their introducing. During this interaction the involved person has to pay attention to the actions, desires and goals of other people, taking into account their norms and values. Socialization provides

internalization of norms and values by individuals as they grow older. Moreover, it is arguable that a number of factors determine the behavior of individuals during occupational therapy, and the “triadic scheme of intentional action” (iteration – projectivity – practical evaluation) allows to consider social and domestic skills as “contexts” and “actions”, which according to M. Emirbayer (1998) “reproduce”, as well as transform the structures of interactive reaction to the problems posed by changing historical situations.

The projection of this paradigm on social technology of occupational therapy contributes to understanding its nature as a controlling interconnection between different types of consciousness, motivation and action, as well as a routine nature of social activity and inability to reduce a social action to the subjective intention (Hotlyb, 2002).

Thus, the sociological analysis of social and domestic skills formation among children with ICP, the indication and study of success factors in social technologies of rehabilitation, and basic sociological approaches to the study of the mentioned technologies in the context of social action denote the interdisciplinary and integrative nature of the notion “social and domestic skills”.

Different scientific disciplines consider the notion “social and domestic skills” in different ways. There is no area of humanities knowledge with no cultural matters involved in. Culture is understood as the level of people’s accomplishment and manners, as well as the level of any branch of knowledge or activity acquirement (Kononenko, 2003, p. 214).

Interdisciplinary relations between correctional pedagogy and culturology need to be identified in order to deal with the problem of social and domestic skills formation among preschool children with ICP. It is irrefutable that a rehabilitation center acts as a cultural mediator in the process of social and domestic skills formation among preschool children with ICP. A child with ICP learns not only the content of cultural experience, but also the techniques and forms of cultural behavior and cultural ways of thinking during their development.

Stockholm University Professor U. Janson notes that social and domestic skills involve three types of culture such as: culture of learning, i.e. adoption of the behavior rules; culture of attention, which involves mastering of behavior standards alongside with the norms of communication with adults; culture of peers (or children of other age), i.e. mastering of language and customs of a primary group in children’s collective, adoption of subjectivity, freedom and independence necessary for communication with peers (Janson, 1997). We believe these three types of culture are important for the development of a child with ICP as well.

Thus, the aim of social and domestic skills formation among preschool children with ICP in the context of the information society is to make a child with ICP ready

for intercultural exchange and communication with people of other cultures and ethnic groups, particularly with ethnic minorities living in Ukraine.

The content of interdisciplinary connections depends on information criterion, determined by the content of disciplines. As culturology studies culture elements (customs, institutions, codes, technologies), and its object is social life content, it is directly related to the inclusion of elements of this science to the psychological and pedagogical, correctional and rehabilitative tools for social skills training needed for social and domestic adaptation, formation of compensatory life styles, original motivation to activity, and personalized needs formation of a preschooler with ICP. We shall trace the interdisciplinary connections using the terminological field of culturology and basic documents of pre-school education (particularly, a basic component of preschool education presented by “Child in Society”, educational line which is developed by social and communicative competence, as well as by “Child in the World of Culture”, educational line which is highlighted by the acquisition of object-practical competence by a child).

Based on for the foregoing reasons, we shall consider the social and domestic skills as the skills based on the use of culture elements in our study.

Traditionally domestic culture underlies the social and domestic skills as common procedure of individual socialization, their adoption of life norms and values of the group. Social and domestic skills formation among preschool children with ICP is impossible without domestic culture.

Domestic culture includes everyday life style directly linked to satisfaction of material and spiritual needs, to reflection of both person and humanity as a whole. Hence appears the usefulness to form the principles of consumer culture among preschool children (Grygorenko and Zhadan, 2013). Formation of social and domestic skills includes the development of adequate consumer behavior skills since preschool age. Thus, there is an objective need for basic consumer knowledge, and its culture among preschool children with ICP.

The conducted analysis of studies on the social and domestic skills formation, undertaken in pre-school pedagogics (Bieliienka, 2013; Mashovets, 1994; Nechaieva, 1984; Sergieieva, 1987; Zakharovych, 1989 etc.) shows that social and domestic skills have been considered in terms of occupational and economic education (Grygorenko and Zhadan, 2013), of formation of safety principles and standards of behavior in everyday life or of independence acquisition in everyday situations (Nazarian, 2006; Yakovenko, 2008).

In correctional preschool pedagogy (Chebotarivova, 2012; Davydova, 2008; Gavrylushkina and Sokolova, 1985; Huliant, 1984; Kalinnikova, 1996; Morozova, 1961 and others) social and domestic skills are formed through the systematic involvement in different types of work (independent living skills, household work,

environmental work, manual work (craft work)), through the adaptation of the procedures for children with locomotor function defects (Attermeier, Jens, Johnson-Martin and Hakker, 2005; Treloar, 1989). Foreign researchers consider the formation of social and domestic skills not only as the acquisition of consumer competence, but also as the development of social communication and social interaction (Attermeier, Jens, Johnson-Martin and Hakker, 2005; Pieterse and Treloar, 1989).

Psychology pays lot of attention to the problem of formation mechanisms of the skills of practical importance. At the same time it determines the empirical factors influencing on the skill formation (Uruntaeva, 2001). The psychological analysis of social and domestic skills allows classifying them in terms of structural elements, character of the functions performed and qualitative aspects of the results (Golovin, 1998; Lubovskyi, Solntseva and Rozanova, 2005; Pavelkiv, 2009; Skrypnyk, 2013; Tsygypailo, 2012; Uruntaeva, 2001 etc.).

Social pedagogy scientists (Dementieva and Kholostova, 2004; Mardakhaev, 2005; Puzin, 2010 etc.) study technologies for social rehabilitation of various categories of children with special needs. Researches in the field of social and domestic rehabilitation are significant for realization the matter of social and domestic skills formation among preschool children with infantile cerebral paralysis. Social and domestic rehabilitation is a complex and multi-vector correctional and developmental technology designed to support the compensation of defective or lost functions to ensure independent existence, practical training of children for independent living and household work, formation of their knowledge and skills contributing to their successful social and environmental adaptation and integration into society. The process of social and domestic rehabilitation involves a series of successive, substantive technological components (social and domestic orientation, teaching a child of methods of social and domestic skills, social and domestic adaptation, social and domestic arrangement) (Mardakhaev, 2008).

Social pedagogy emphasizes the importance of teaching children to use accessory products and devices. Social and domestic rehabilitation of a child with infantile cerebral paralysis involves their teaching of recovery methods of lost (defective) functions in regard to independent social and domestic skills.

Such researchers as Yu. Kolosov (1991) and H. Kalmet (1990) stress the need to create a model of domestic environment with all vital blocks contributing to mastering of social and domestic skills (Mardakhaev, 2008).

The views on systematization of anatomic defect types and physical dysfunctions related to them in the area of independent living skills and transportation have formed in the field of recreation therapy. The industry of recreation therapy develops and produces technical means of rehabilitation, though in insufficient range.

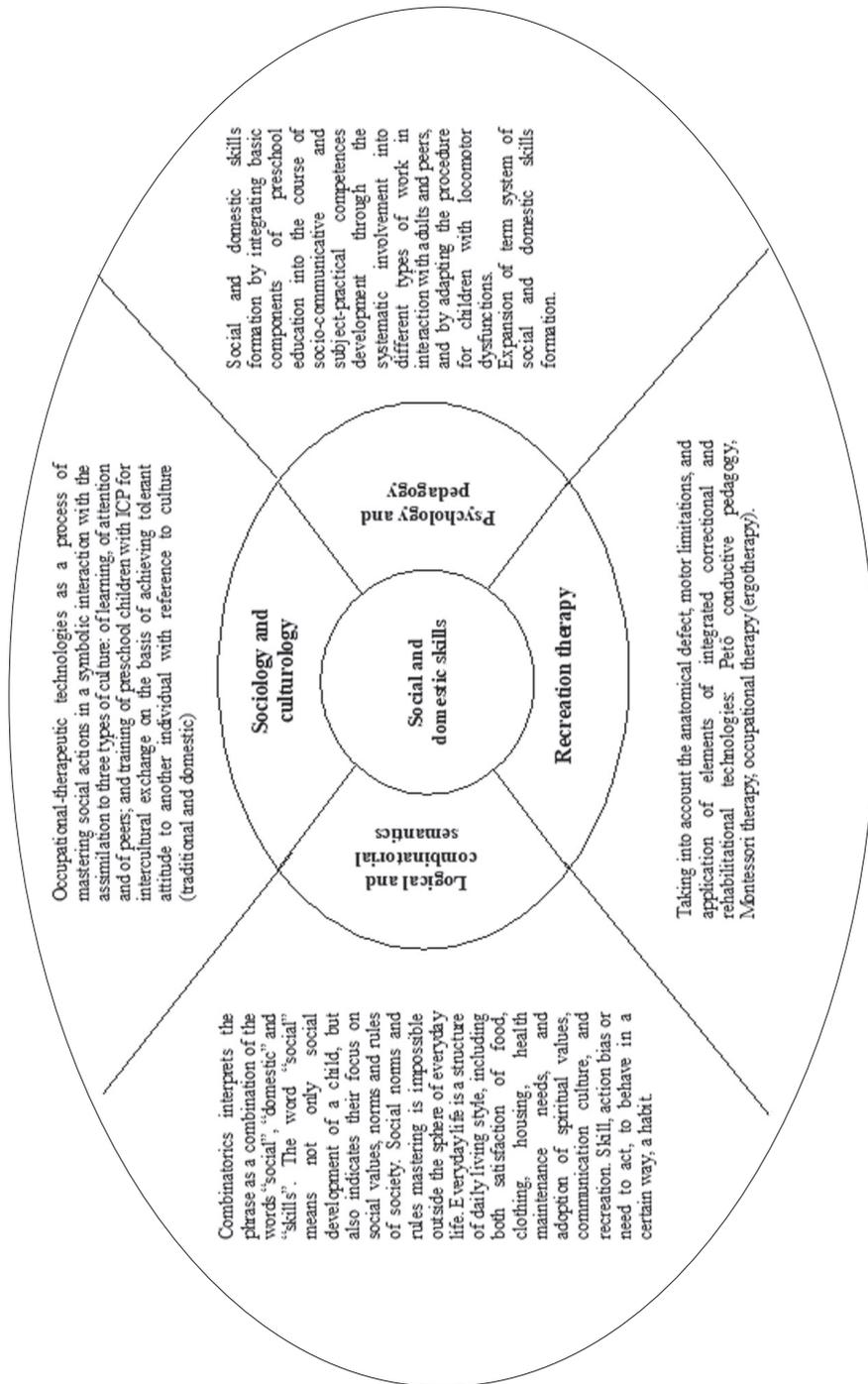


Fig. 1. Content of the notion "social and domestic skills" in the interdisciplinary discourse

Modern foreign researchers pay attention to the problem of creating a barrier-free environment (Greek, 1997), adaptive housing reconstruction (F. Heywood, 2001), selection of technical means of rehabilitation and training for their usage (W. Colman, 1988), compensation / substitution of lost physical functions (J. Denson, D. Brunt, 1997).

The interdisciplinary content analysis of the notion “social and domestic skills” conducted by us, as well as the context of their study and formation among preschool children with ICP, determined by us involves their generalization and identification of key provisions that we present in Fig. 1.

Conclusions

The interdisciplinary content analysis of the notion “social and domestic skills” conducted by us, as well as the context of their study and formation among preschool children with ICP, determined by us, involves their generalization, and identification of key provisions that we have presented in Fig. 1.

Firstly, we have determined the content and the meaning of the words “social”, “domestic” and “skills” in the context of logic and combinatorial semantics (see Fig. 1). Secondly, we have discovered the role of occupational-therapeutic technologies as a process of mastering social actions and adoption of culture varieties in symbolic interaction with the training of preschool children with ICP for intercultural exchange on the basis of achieving tolerant attitude to other individual with reference to culture (traditional domestic).

Thirdly, social and domestic skills formation among preschool children with ICP by integrating basic components of preschool education into the course of socio-communicative and subject-practical competences with formation term system expanded by categories revealing the constructs essence of social and domestic skills among pre-school children with ICP.

Fourthly, the formation of social and domestic skills among children in this category, considering the anatomical defect, motor limitations and the use of elements of integrated correctional and rehabilitation technologies.

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