Parent Professional Cooperation In The Process Of Socialization Of Blind Student

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 The presented article discusses the issues of cooperation of parents and specialists in the process of socialization of a blind student. In order to achieve the positive results, cooperation between specialists and parents should be directed to overcome the challenges hindering the process of social adaptation of a blind child. Often blind children do not acquire any role in the society among their peers. The peers are too loyal towards him. In most cases efforts are only taken to maintain the existing status, but not improve anything. Such attitude lowers student’s sense of responsibility, his motivation and strive to self-realize.

 In cooperation certain conditions should be taken into consideration, such as student’s age, degree of visual impairment, student’s emotional state, psychomotor development level, opportunities of Parents and educational institution, social and physical environment. It’s important to emphasize non-formal education aspects in combination with the formal education elements. Extra curricular activities should be planned in a way that it is interested both for students, parents and professionals. In teaching and learning processes learning by doing and learning by playing methods should be regarded as crucial for socialization.

 As a result of such approach partnership between parents and professionals will become goal-oriented, parents will have a better knowledge of how to promote social inclusion of their children, the effort directed onsocial inclusion will become more effective. Thus new opportunities for social inclusion of blind students will be provided.