Excessive parental care for the blind child as a hindrance in the learning process

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Abstract

  There is no doubt that the child's upbringing is the most important duty of the parents. When a child is born with congenital blindness, or loses eyesight in his/her young age and the fact becomes known to the parents, they experience some kind of shock. After that, in many cases, parents perform their duties with excessive zeal. They protect the child from such loads, which are quite common for the sighted child of the same age. Parents themselves clothe, feed the child, trying to create hothouse conditions for him/her.

   Time passes. The child reaches school age, starts studying and now here is clearly revealed the negative results of the mistakes unconsciously made by the parents in the process of upbringing a child at an early age. Often such a student has not sensorimotor functions developed in accordance with his/her age. For this reason, the use of Braille writing is problematic for the child. His/her household skills need correction. The child is characterized by selfish behavior and thinks that someone else should do his/her job, has the low sense of personal responsibility.

In cases where there are no early support programs, and do not operate preschool institutions of blind children, correction of the mistakes made by the parents in the process of upbringing a child at an early age requires the cooperation of parents and teachers. The teacher plans and with the participation of а child and parents implements activities that allow parents to clearly find out about such new abilities of their child, that they could not even imagine. In the process of activity, the teacher gives the child the opportunity to cope with problems himself/herself, make decisions independently, and shows the parents the ways how to promote the independent development of their child. Such activities as a rule, usually strengthen the parents. They are happy to continue cooperation with the teachers. This cooperation leads to the improvement of psycho-emotional condition of the child, develops his/her sensorimotor functions, increases academic achievement and most importantly, the process of training and education becomes focused and targeted.