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ULOGA PORODICE I ŠKOLE U SOCIJALIZACIJI DECE SA SPECIFIČNIM RAZVOJNIM TEŠKOĆAMA

U okviru istraživačkog projekta „Psihološke osnove nastave i reforme osnovnog obrazovanja“ započet je i potprojekat na temu: „Problemi u prilagođavanju dece sa specifičnim razvojnim teškoćama školskoj sredini“. Cilj istraživanja je da ispita koji su činioci od značaja za socijalizaciju ove dece povezani sa problemima adaptacije na školsku sredinu. U ovom radu izložene su neke karakteristike ovih poremećaja i njihova podela, kao i istraživanja nekih vaspitnih stavova i postupaka i njihove uloge, kao faktora rizika za psihološko sazrevanje dece. Postizanje optimalnih efekata u obrazovnom i vaspitnom radu sa ovom decom najčešće zavisi od tesne saradnje porodice, škole i stručnih službi. Zato reforma osnovnog obrazovanja treba da stvori uslove da se u nastavnom radu sa učenicima koji i inače nemaju sasvim ujednačene razvojne tokove, ostvari individualizovan pristup i primene aktuelna saznanja o metodama i načinima rada koji pospešuju ovladavanje školskim veštinama i znanjima i kod onih malobrojnih učenika koji zbog urođenih bioloških nedostataka (koji nisu posledica intelektualne ometenosti), otežano napreduju.

Ključne reči: specifični razvojni poremećaji, porodica, vaspitni postupci, osnovnoškolsko obrazovanje

THE ROLE OF FAMILY AND SCHOOL IN SOCIALIZATION OF CHILDREN WITH SPECIFIC DEVELOPMENTAL DIFFICULTIES

Within research project "Psychological Basis of Learning and Reform of Elementary Education" a subproject has started on the subject of: "Problems in Adaptation of Children with Specific Developmental Difficulties in School Environment". The aim of research is to find out what important factors in socialization of these children are and how they are connected with problems of adapting to school environment. In this paper some characteristics of these

aberrations have been presented and also classification as well as research of some educational attitudes and steps and their role as risk factors in psychological development of children. Gaining optimal effects in educational and rearing process with these children usually depends on close cooperation between the family school and professional assistants. That is why elementary school reform should create conditions that in the process of education with pupils who do not have entirely balanced development which would allow individual approach and application of real knowledge about methods and manners which enhance school skills and knowledge even in those pupils who, because of inherent biological mishaps, not due to intellectual barriers, have problems in advancement.

Keywords: specific developmental difficulties, family, rearing steps, elementary education