

THE IMPACT OF DRAWING AND APPLIED ARTS ON CHILDREN WITH VISUAL IMPAIRMENTS

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Abstract. Children with visual impairments face a range of challenges in understanding the world around them, which affects their cognitive, emotional, and social development. For such children, who lack full or partial visual perception, art in its various forms, including drawing and applied arts, serves as an important tool in compensating for visual deficits. These activities activate alternative sensory channels, such as touch and hearing, promote the development of motor skills and spatial perception, and enhance the child's self-esteem. A significant part of art therapy involves tactile maps, relief models, and 3D technologies, which help visually impaired children interact with the world through touch. Creative activities play a crucial role in corrective and developmental work, as they help children build confidence, reduce anxiety, and improve socialization skills. This contributes to their better adaptation in society and strengthens their psycho-emotional well-being. An inclusive approach and the adaptation of educational programs to meet the needs of visually impaired children are essential components of the educational process. Such methods form the foundation for successful social integration and multifaceted development of children in society.

Key words: children with visual impairments; art therapy; drawing; applied arts; social adaptation; tactile methods; corrective pedagogy; motor skills development; 3D technologies.

Introduction. Children with visual impairments face unique challenges in understanding the world around them. Limited visual perception often impacts their emotional state, cognitive development, and ability to adapt socially. In this context, creative and corrective-developmental methods that support the harmonious development of such children are of particular importance.

Drawing and applied arts are powerful tools for unlocking the potential of children with visual impairments. These activities not only contribute to the formation of spatial thinking and motor skills but also play a key role in the development of emotional intelligence, communication skills, and self-confidence. The purpose of this article is to explore the impact of drawing and applied arts on children with visual impairments and to identify methods that can be effectively adapted to their needs.

Children with visual impairments in Kazakhstan face numerous challenges that affect their physical, psychological, and social development. With the increasing incidence of eye diseases among children, the issue is becoming more pressing, requiring society and the state to develop comprehensive support measures. The analysis is based not only on studying the developmental characteristics of such children but also on identifying the most effective methods of adaptation and integration.

Visual impairments, especially at an early age, significantly affect the process of understanding the world. Visual perception is the primary channel for receiving information, accounting for about 80% of all information about the world. For children with visual impairments, this process is hindered, affecting the formation of cognitive skills, motor skills, and emotional development. For example, visually impaired children often experience delays in fine motor skills development, which are essential for writing, drawing, and other activities. Children with visual impairments face unique challenges in understanding the world, but creative practices such as drawing and applied arts serve as powerful tools for their development. These methods not only stimulate sensory perception but also promote emotional and cognitive adaptation. This article examines the key aspects of the impact of art therapy on such

Әлеуметтік-гуманитарлық ғылымдар-Социально-гуманитарные науки- Social and humanities sciences children, drawing on research from specialized literature. Conversely, the exclusion of creative practices can lead to decreased academic performance and self-esteem. [4, 15]

According to the Kazakh Society of the Blind, there are about 20,000 children with visual disabilities in Kazakhstan. The causes of these impairments include both congenital and acquired pathologies, such as retinopathy of prematurity, cataracts, glaucoma, and the consequences of injuries. According to EYEPRESS, the incidence of eye diseases among children has increased by almost 29% in recent years, highlighting the need for timely diagnosis. The social aspects of life for children with visual impairments also require special attention. In the school environment, for example, such children often face adaptation problems. In Almaty, as of 2022, 6.2% of schoolchildren were found to have vision problems, with this figure increasing as they transition to higher grades. The reasons may include high visual loads and insufficient awareness among parents and teachers about the need for regular vision checks. Statistical data also emphasize the importance of early diagnosis and prevention. According to the Ministry of Health of Kazakhstan, in 2022, only 32% of children with visual impairments underwent regular ophthalmological examinations, which is significantly lower than the recommended level. This indicates the need to raise parental awareness about the importance of timely diagnosis. Additional measures, such as mandatory check-ups in schools and kindergartens, could significantly reduce the number of irreversible visual impairments. The developmental characteristics of children with visual impairments require a comprehensive approach, including medical care, psychological support, and social adaptation. Given the growing number of such children in Kazakhstan, it is crucial to pay more attention to their needs and create conditions for unlocking their potential. A precise understanding of the developmental characteristics of these children and the application of modern methods of corrective pedagogy will help ensure equal opportunities for their education and self-realization. [1]

The psychological characteristics of children with visual impairments also play a significant role in their development. Research shows that such children often experience difficulties in emotional regulation, increased anxiety, and a tendency toward isolation. Limited opportunities to perceive the world can cause frustration and reduce self-confidence. However, properly organized corrective and developmental work can significantly improve their emotional state and promote harmonious development. Corrective pedagogy offers numerous approaches aimed at supporting children with visual impairments. One of the key methods is the use of tactile and auditory stimuli to develop spatial thinking. For example, activities with tactile maps, finger painting, or sculpting help develop imagination and motor skills. A successful example of such methods can be observed in specialized schools for visually impaired children in Almaty and Astana, where applied arts activities contribute not only to the development of creative abilities but also to improved social adaptation.

Applied arts allow children with visual impairments to activate preserved sensory channels—tactile, auditory, and olfactory. For example, working with clay, textured materials, or embossed paper develops the sense of touch, which is critically important for compensating for visual deficits.

As noted by L.I. Plaksina in her work "Psychological and Pedagogical Correction of Children with Visual Impairments," tactile-kinesthetic exercises in art therapy form "alternative channels of information perception," helping children create holistic images of objects. Drawing and applied arts play a crucial role in corrective and developmental work with children who have various developmental challenges, especially those with visual impairments. These activities help overcome numerous barriers related to cognitive, emotional, and social difficulties. Based on data from the Ministry of Education and Science of the Republic of Kazakhstan and standard curricula developed for children with disabilities, it can be argued that visual arts are actively used in educational institutions. They not only contribute to the development of motor skills but also help form spatial perception and imagination. For example, drawing activities help children improve coordination and develop fine motor skills through working with pencils, paints, and other materials. In particular, exercises involving drawing lines and patterns help children with visual impairments compensate for difficulties in perceiving shapes and textures.

The use of art in corrective and developmental work with children with visual impairments has a significant positive impact on their emotional and cognitive development. Psychological research confirms that participation in creative activities helps reduce anxiety levels and improve overall emotional well-being. In specialized schools in Almaty, a study was conducted in which children were asked to create drawings based on tactile sensations. The results showed that more than 70% of participants demonstrated improved understanding of shapes and objects they encounter in daily life. Statistical data also confirm the effectiveness of such programs. Additionally, a study conducted in Almaty in 2023 showed that participation in art therapy at specialized schools led to a reduction in anxiety levels among 67% of children. This is particularly important for visually impaired children, whose limited perception of the world is often accompanied by increased emotional instability. The educational effects of applied arts activities also have significant potential. Working with various materials—such as plasticine, clay, and textiles—develops fine motor skills, which play a crucial role in learning to write and read Braille. According to teachers at specialized schools in Kazakhstan, such activities contribute to improved concentration and the development of spatial thinking. For example, one school in Astana implemented a program for creating relief maps and models, which helped 78% of visually impaired children better understand geographical and architectural concepts. As of 2022, 85% of specialized schools for children with visual impairments in Kazakhstan have included decorative drawing and applied arts programs in their curricula. One of the most successful initiatives has been the "Drawing the World with Our Hands" program, which uses three-dimensional and textured materials. This approach allows children to create images based on tactile perception, which is especially important for blind and visually impaired students. [5, 36]

The "Drawing the World with Our Hands" program aims to develop children's ability to perceive and reproduce the world through touch. The use of three-dimensional materials, such as clay, plasticine, and textured fabrics, allows visually impaired children to create artworks based on tactile sensations. This method promotes the development of fine motor skills, spatial thinking, and imagination. During the implementation of the program, it was noted that children became more confident in their abilities and showed increased interest in the learning process. The inclusion of decorative drawing and applied arts programs in the educational process of specialized schools in Kazakhstan contributes not only to the development of creative skills in children with visual impairments but also to their social adaptation. Art activities allow children to express their emotions and thoughts, which improves their psycho-emotional well-being. Moreover, participation in collective creative projects develops communication skills and promotes integration into society. Additionally, applied arts activities, such as sculpting or crafting, play a significant role in the socialization of children. These activities are organized not only in educational settings but also within community initiatives. For example, in Astana, exhibitions of children's works are regularly held, attended by families and friends of the participants. This helps strengthen their self-esteem and develop communication skills. It is important to note that drawing and applied arts have an impact not only on children but also on their environment. Parents and teachers involved in the process gain a deeper understanding of the children's needs and capabilities. The inclusion of such activities in the educational process facilitates dialogue between the child, the family, and the educational environment, creating harmonious conditions for development. In Kazakhstan, technologies are already being implemented to modernize such activities. For example, the use of 3D printers and specialized tactile tablets adapted for visually impaired children demonstrates significant progress in creating an inclusive educational environment. According to the Ministry of Education, as of 2023, more than 40 schools in the country have adopted such technologies, which has increased children's interest in visual arts and improved their performance in mastering the school curriculum. Drawing and applied arts serve not only as tools for compensating limitations but also as means of opening new horizons for self-expression and development for children with visual impairments. The integration of these methods into the educational process in Kazakhstan has shown high effectiveness and requires further development

Methods and techniques for adapting artistic activities for children with visual impairments play a critically important role in ensuring their development, socialization, and integration into society. In Kazakhstan, there are more than 90,000 people with visual impairments, including about 4,000 visually impaired children and 350 blind children. This statistic highlights the scale of the problem and the need for specialized approaches to the education and development of such children. Given the increase in childhood eye diseases, which accounted for 25.2% of the total in 2017 and increased by 28.9% compared to previous years, the situation requires increasingly effective and innovative solutions. One of the key methods of adaptation is the use of tactile materials. Children with visual impairments rely heavily on touch to understand shapes, textures, and spatial relationships. In educational institutions in Kazakhstan, relief templates and stencils are actively used to help children feel the lines and contours of objects and then recreate them on paper. This approach is particularly effective for younger students. For example, in one specialized school in Almaty, relief maps and stencils are used for drawing classes, which has allowed 75% of children to significantly improve spatial perception and increase confidence in their skills. Verbal and auditory methods also play a significant role in adaptation. Teachers often accompany drawing activities with detailed explanations, helping children visualize objects. For example, during visual arts classes, children listen to descriptions of nature, buildings, or objects, which helps them connect the images they create with real life. In Astana in 2022, a series of lessons was conducted at one educational center where sound accompaniment was supplemented with recordings of natural sounds. This helped 85% of participants more accurately reproduce images of trees and animals, demonstrating significant progress in their cognitive development.

Sculpting and other forms of applied arts are another powerful tool for adaptation. Working with materials such as plasticine, clay, and others allows children to literally "build" an object with their own hands, experiencing its shape, texture, and size. This approach is particularly beneficial for blind children, for whom creating three-dimensional models is essential. Within the framework of the "Creativity Without Borders" project, implemented in 2023 in Kyzylorda, children created a series of tactile sculptures, which were later exhibited. Parents and educators noted that participation in the project significantly boosted the children's confidence in their abilities and helped improve their communication skills. Modern technologies are also being actively integrated into the process of adapting artistic activities. Several schools in Kazakhstan use 3D printers to create relief models, which are then explored by children. These technologies enable the creation of an accessible environment for activities where children can study the shapes and structures of objects. Children with visual impairments often face difficulties with spatial orientation. The use of three-dimensional materials (such as fabric appliques or 3D models) helps them grasp concepts like "near-far" and "up-down." As V.Z. Deniskina points out in her work "Features of Teaching Blind and Visually Impaired Children," tactile modeling of objects in art therapy develops "spatial thinking, necessary for independent navigation." For example, in Astana, more than 10 schools have been using 3D technologies in drawing lessons, which has allowed 80% of students to improve their visual perception and spatial orientation skills. One of the most important tasks in adapting artistic activities is creating a collective and inclusive environment. Group activities help visually impaired children not only develop their creative abilities but also learn to interact with others. In 2022, a specialized school in Shymkent organized an exhibition of collective works, where each child contributed. Teachers noted that such projects foster a sense of belonging to a group and improve the emotional well-being of children. [7, 12]

Drawing with adapted tools (such as wax crayons with thickened leads or textured paints) enhances coordination. According to S.M. Vovna in the book "Corrective and Developmental Education for Children with Visual Impairments," regular engagement in applied arts improves precision in handling small objects, which is directly linked to the development of writing and self-care skills. Adapting artistic activities requires a comprehensive approach, including not only specialized techniques but also teacher

Әлеуметтік-гуманитарлық ғылымдар-Социально-гуманитарные науки- Social and humanities sciences training. In Kazakhstan, there are centers for corrective education where training sessions are held for teachers and parents. For instance, in Almaty in 2023, a seminar for educators was organized, focusing on methods of working with tactile materials. Participants noted that the knowledge gained helped them interact more effectively with children and create comfortable conditions for creativity. Statistical data also highlights the need for systematic work in this area. This underscores the importance of timely diagnosis and early initiation of artistic activities. Programs adapted for visually impaired children not only enhance their cognitive abilities but also prepare them for independent living. Financial support from the state plays a crucial role in the development of such programs. In 2023, the Ministry of Education of Kazakhstan allocated additional funds to equip specialized schools with modern materials and technologies. As a result, more than 15 schools in Almaty and Astana have received new equipment for working with visually impaired children. The methods and techniques of adapting artistic activities for visually impaired children in Kazakhstan have demonstrated their effectiveness. Students are provided with tactile materials, audio descriptions, modern technologies, and collaborative work, enabling them to unlock their creative potential and overcome barriers related to their conditions. However, further development of these programs requires a systematic approach and increased funding to ensure equal opportunities for all children, regardless of their physical limitations. [6, 18]

Engaging in applied arts holds immense significance for the psychological and educational development of children with special needs, including those with visual impairments. These activities not only compensate for limited perceptual abilities but also help children develop emotional resilience, social skills, and cognitive abilities. In Kazakhstan, where there are over 90,000 people with visual impairments, including approximately 4,000 children, the issue of adapting educational programs through creative activities becomes particularly relevant. The psychological impact of applied arts on visually impaired children is primarily reflected in the strengthening of their emotional state and the reduction of anxiety. Children facing physical limitations often experience feelings of isolation and low self-esteem. Creativity in the form of sculpting, appliques, or working with fabric helps them express their emotions and interact with the world around them.

Applied arts activities promote the development of social interaction. In groups, children learn to work together, share responsibilities, and support one another. For example, in the Kyzylorda region in 2022, a project called "Creative Workshop" was organized, where children with visual impairments created collective works. Parents and teachers noted that such activities improved the children's communication skills and their inclusion in the group. More than 60% of participants became more confident and began to communicate more actively with others. Applied arts activities are particularly significant in developing creative thinking and self-expression. For children with visual impairments, it is important to find ways to convey their thoughts and feelings. Sculpting, creating textile compositions, or making appliques helps them create unique works that reflect their inner world. As part of a project organized by the Kazakh Society of the Blind, children created a series of tactile paintings that were later exhibited. This initiative showed that 75% of participants experienced increased self-esteem, and their interest in creativity extended beyond educational institutions. A significant part of boosting self-esteem also falls on the shoulders of parents. Parents of children with visual impairments often do not know how to effectively support their children at home. As part of a program by the Ministry of Education of Kazakhstan in 2022, training sessions were organized for parents, where they were taught the basic principles of art therapy and working with tactile materials. More than 80% of participants noted that this knowledge helped them better understand their children and create conditions for their creative development at home. [3]

Financial support plays a key role in the development of applied arts programs. In 2023, the Ministry of Education allocated additional funds to equip specialized schools with materials for creative activities. As a result, more than 15 schools in Almaty, Astana, and Shymkent received new equipment, including materials for sculpting, textile compositions, and relief maps. This allowed for a 30% increase

Әлеуметтік-гуманитарлық ғылымдар-Социально-гуманитарные науки- Social and humanities sciences in the number of children involved in such activities. Applied arts activities have a powerful psychological and educational impact on children with visual impairments. They contribute to the development of cognitive abilities, emotional resilience, and social skills, helping children adapt to life's challenges and unlock their creative potential. However, further development of such programs requires a systematic approach, including increased funding, training for teachers and parents, and the integration of modern technologies. These measures will create an inclusive educational environment where every child can realize their potential. [2]

Conclusion. Applied arts activities have proven to be an effective tool for psychological support and educational development for children with visual impairments. More than 75% of children participating in creative programs reported improved self-esteem, demonstrating the importance of art therapy for emotional well-being. For the successful implementation of such methods, systemic measures are needed, including increased funding, training for teachers and parents, and the active use of modern technologies such as 3D printers and tactile materials. Creating such conditions will not only develop the creative potential of children with visual impairments but also ensure their full participation in social and educational life. Applied arts should become an integral part of comprehensive support for children with visual impairments, helping them unlock their abilities, adapt to the world around them, and feel like full members of society.

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КӨРУ ҚАБЫЛЕТТЕРІ ТӨМЕН БАЛДАРҒА СҮРЕТ ПЕН ҚОЛДАНДАЛЫ ӨНЕР САБАҚТАРЫНЫҢ ӘСЕРІ

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Аңдатпа. Көру қабілеті бұзылған балалар әлемді танып-білу барысында көптеген қиындықтарға ұшырайды, бұл олардың когнитивті, эмоционалды және әлеуметтік дамуына теріс әсер етеді. Мұндай балалар үшін бейнелеу өнері мен қолданбалы өнердің үлкен маңызы бар, себебі олар көрнекі қабылдау қабілеттерін дамытып, басқа сезімдік арналарын белсендіруге мүмкіндік береді. Арт-терапия әдістері көру қабілетінің жетіспеушілігін өтей отырып, балалардың сенсорлық және эмоционалдық дамуына ықпал етеді. Мақалада Қазақстандағы арнайы мектептерде қолданылатын сәтті тәжірибелердің мысалдары келтірілген, оның ішінде тактильді карталар, рельефті үлгілер мен 3D технологияларды қолдану тәсілдері көрсетілген. Бұл әдістер балаларға көрнекі қабілеттерін дамытудың жаңа мүмкіндіктерін ұсынады. Психологиялық аспектілер де қарастырылып, шығармашылық іс-әрекеттің балалардың сенімділігін арттыруға, алаңдаушылықты төмендетуге және әлеуметтік бейімделуін жақсартуға көмектесетіні атап өтілген. Сонымен қатар, балалардың психоэмоционалдық жай-күйі мен әлеуметтік ортасы олардың дамуына ықпал ететін маңызды факторлар болып табылады. Зерттеу инклюзивті тәсілдің, білім беру бағдарламаларын бейімдеудің және ата-аналар мен педагогтардың ақпараттануын арттырудың маңыздылығын көрсетеді. Бұл тақырыпты зерттеу балалардың жан-жақты дамуына жаңа мүмкіндіктер ашады. Сонымен қатар, бұл жұмыс мектептер мен қоғамдық мекемелердің инклюзивті білім беру жүйесін жетілдіруге ықпал етеді.

Түйін сөздер: көру қабілеті бұзылған балалар; арт-терапия; қолданбалы өнер; әлеуметтік бейімделу; тактильді әдістер; түзету педагогикасы; моториканы дамыту; 3D-технологиялар.

ВЛИЯНИЕ РИСОВАНИЯ И ПРИКЛАДНОГО ИСКУССТВА НА ДЕТЕЙ С НАРУШЕНИЕМ ЗРЕНИЯ

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Аннотация. Дети с нарушением зрения сталкиваются с рядом трудностей в познании окружающего мира, что влияет на их когнитивное, эмоциональное и социальное развитие. Для таких детей, лишённых полноценного или частичного зрительного восприятия, важным инструментом в процессе компенсации зрительного дефицита является искусство в разных своих проявлениях, включая рисование и прикладные виды творчества. Эти занятия активизируют альтернативные сенсорные каналы, такие как осязание и слух, способствуют развитию моторики и пространственного восприятия и повышают уровень самооценки ребенка. Важной частью арт-терапии являются тактильные карты, рельефные модели и 3D-технологии, помогающие детям с нарушениями зрения взаимодействовать с окружающим миром через осязание. Творческая деятельность играет значительную роль в коррекционно-развивающей работе, ведь она помогает детям развивать уверенность в себе, снижать тревожность и улучшать навыки социализации. Это способствует их лучшей адаптации в обществе, а также укреплению психоэмоционального состояния. Инклюзивный подход и адаптация образовательных программ, с учётом потребностей детей с нарушением зрения, является важной частью образовательного процесса. Такие методы становятся основой для успешной социальной интеграции и разностороннего развития детей в обществе.

Ключевые слова: дети с нарушением зрения; арт-терапия; рисование; прикладное искусство; социальная адаптация; тактильные методики; коррекционная педагогика; развитие моторики; 3D-технологии.