

PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF CHILDREN WITH SPECIAL NEEDS IN AN INCLUSIVE EDUCATIONAL CONTEXT

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The article is devoted to the actual problem of modern theory and practice of education - psychological and pedagogical support of children with special needs in inclusive education. The author analyzes the problem from the standpoint of the requirements of the federal law on education and federal state educational standards of general education. Special attention is paid to the essential characteristics of the phenomenon of psychological and pedagogical support.

Keywords: *education; educational environment; children and students with special needs; psychological and pedagogical support; inclusive education; tutor*

ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ ПОДДЕРЖКА И СОПРОВОЖДЕНИЕ ДЕТЕЙ СО СПЕЦИАЛЬНЫМИ ПОТРЕБНОСТЯМИ В КОНТЕКСТЕ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

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Статья посвящена актуальной проблеме современной теории и практики образования – психолого-педагогическому сопровождению и поддержке детей с особыми потребностями в условиях инклюзивного образования. Автор анализирует проблему с позиций требова-

ний федерального закона об образовании и федеральных государственных образовательных стандартов общего образования. Особое внимание обращено на сущностные характеристики феномена психолого-педагогического сопровождения и поддержки.

***Ключевые слова:** образование; образовательная среда; дети и студенты с особыми потребностями; психолого-педагогическая поддержка и сопровождение; инклюзивное образование; тьютор*

Creation and development of an educational environment is available to all educational organizations. The teacher implements his activity in a classroom where students with different educational needs study. At the same time adequate and qualified psychological and pedagogical counselling is of great significance. It should be also mentioned that tutor's activity and special technical equipment can be also an important part of an educational environment in modern school. All these conditions are necessary to make learning comfortable for children with different educational needs. In an educational organization, it is necessary for all specialists to work synchronously, so psychological and pedagogical support of schoolchildren with different educational needs is conducted effectively [1; 2].

The concept of psychological and pedagogical support has been formed in the Russian educational science quite recently. Some experts state, that this concept is associated with so called inclusive support, but it fulfil the functions of an independent tool of pedagogical activity. The other experts believe that psychological and pedagogical support should be considered independently. Both concepts mentioned above are considered as a method of aiding development subjects, both are implemented in the educational process, and inclusion is part of it [1; 2; 4].

Researchers define pedagogical support as a kind of activity of a teacher aimed at providing timely assistance to students with various educational needs to solve their educational problems and to achieve better learning outcomes. The main goal here is to teach choice orientations and to strengthen the integrity of an individual, to motivate and to strive him for further self-development. The purpose of the support is to eliminate obstacles that hinder the independent and successful

promotion of the subject in the field of education and development of a child with different educational needs.

The Federal Law on Education defines support as a system of professional activity of specialists to create socio-psychological conditions for the successful development and education of a child [3].

Thus, we will consider the concept of psychological and pedagogical support as an activity that ensures the creation of special conditions for the subject of development to make the most optimal decisions in choice situations.

The goals of psychological and pedagogical support may be different. The ideal goal is the development of all areas of a child with different educational needs (cognitive, motivational, emotional, volitional, etc.). The personalized goal is to concretize the ideal, that is, to achieve optimal educational and personal results for a child with different educational needs. The procedural goal is to reflect the actual educational needs of the child in pedagogical means.

Functions of psychological and pedagogical support are the following:

1. Accessibility of education and referral of a student with different educational needs;

2. Teaching independence considering the various educational needs of the student (working with a textbook, independent search for information, reading additional literature, etc.);

3. Socialization – the child’s appropriation of norms and rules of behavior accepted in society, the development of communication skills with adults, peers, etc.;

4. Goal–setting - the formation of the skill to set goals, select funds for implementation, planning for the future;

5. Career guidance and assistance in identifying future professions that are promising now and in the future. and correspond to the talents and predispositions of a teenager with specific educational needs;

6. Creation the ability to value health and healthy mode of life;

7. Assistance in solving personal problems of a teenager with various educational needs in connection with a developmental crisis;

8. Formation of readiness for further training and self-education.

The components of psychological and pedagogical support are as follows:

1. Professional-psychological – systemic activity of a teacher-psychologist using the principle of interrelation of correctional-developmental and diagnostic activities.

2. Organizational and educational component, which provides a single information field for all participants of psychological and pedagogical support. It is implemented through educational work with parents, teachers, and other participants.

To successfully study in an inclusive classroom, future students with different educational needs undergo a preparatory course with psychological and pedagogical support [4].

Different students come to school: with cerebral palsy, visually impaired, hard of hearing, with speech disorders. The classroom and school have a tolerant and friendly environment for all children.

During the preparatory course of classes, they solve problems on the formation of skills in children with different educational needs that will help them in learning, the ability to be in a team, to work in a team. After the preparatory course, a child with different educational needs can go to a regular inclusive class. At all stages of training, a student with different educational needs is psychologically and pedagogically accompanied.

In addition to the teacher, a tutor must be present at each lesson. Each training room should have an unloading area: a sofa, a carpet, soft modules. A child with different educational needs can relax in this area during the lesson, but if the tutor sees that this is not enough for the student, he is overexcited and close to an emotional breakdown, they go together to the sensory room, where, for example, hiding in a tent, calm down and discuss what happened [4].

An inclusive educational complex must necessarily have specialists: speech therapist, speech pathologist, neuropsychologist, behavioral psychologist, social pedagogue, educational psychologist. Specialists monitor schoolchildren with different educational needs during lessons, give recommendations to teachers and tutors on how to increase the involvement of a child with different educational needs in learning, with whom it is worth doing more individually, which neuropsychological exercises are best done during lessons. Most often, specialists collec-

tively develop the learning trajectory of a particular child, considering all its features.

In inclusive education, a positive experience, or a successful approach to a student with different educational needs is usually shared with colleagues at pedagogical councils.

Each teacher and other specialists join a child with different educational needs, study his interests and move along with him. If a student with different educational needs is enthusiastic about dinosaurs, then we count dinosaurs in mathematics, write a story about dinosaurs in a Russian language lesson, and read texts about dinosaurs in English. The task of an inclusive school is to meet a child with different educational needs, make friends with him and take him out into the big world.

Psychological and pedagogical support is available in any educational organization. First, psychological and pedagogical support is recommended to schoolchildren with different educational needs, at all stages of education. starting from the preparatory and ending with the basic one.

Inclusive education in a pedagogical organization is the full inclusion of students with different educational needs in all positive aspects of school life.

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