



Psychological Support Of Social Development Of Persons With Disabled Health In The Conditions Of Educational Inclusion

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ABSTRACT

The article addresses the issues of social development of children and adolescents, modernization of modern education, psychological orientation of people with disabilities to social development in the context of inclusive education.

KEYWORDS

Modernization of modern education, inclusive education, person with disabilities, social development

INTRODUCTION

The modernization of modern education puts forward new requirements for the organization of psychological assistance to persons with disabilities. The inclusion of children and adolescents with disabilities in the society of normally developing peers

makes demands on their social development, on the ability to interact.

THE MAIN RESULTS AND FINDINGS

The social development of children and adolescents, carried out under the influence of a combination of internal and external factors, is burdened by the dynamism and variability of modern society, which leads to the need to comprehend and develop the foundations of psychological support for the development of socio-psychological competence, as an indicator of the social development of persons with disabilities (with deviations in development). Comprehension of the possibilities of controlled development of socio-psychological competence from the point of view of resourcefulness (N. Pezeshkian, T.N. Pavliy) allows us to talk about the expansion of the expected positive results of the development of socio-psychological competence on the basis of building an individualized model of support for the social development of persons with different variants of deviating development ...

Talking about socio-psychological competence before reaching a certain age seems to be insufficiently correct in terms of meaning, since the ability to independently interact with a fairly wide social environment, being to a certain extent a subject of self-development, does not appear earlier than in adolescence, even – with normal ontogenesis (A L. Venger, L. S. Vygotsky, V. V. Davydov, G. A. Tsukerman). But we focus on the need to accompany the social development of not only a teenager, but also a junior schoolchild, as a carrier of the prerequisites for the development of socio-psychological competence.

Psychological help and support, which must be carried out in the practice of psychological and pedagogical support for the development of

social and psychological competence of younger schoolchildren and adolescents with disabilities, have not yet been reflected in a full-fledged system associated with personality resources.

A meaningful description of socio-psychological competence and its individual components with deviations in development is often carried out through the characteristics of underdevelopment, distortion, i.e. through the prism of deficiency, which contradicts the laws of normal development as such. This understanding of dysontogenesis introduces a certain "smack" of the fatal doom of development of persons with developmental disabilities, and therefore needs a fundamentally important reminder that there are resources that must not be forgotten.

These and other data suggest the need for a theoretical understanding and development of the foundations of psychological support for the development of social and psychological competence, taking into account personal resources.

Psychological support, according to I.I. Mamaychuk, this is the activity of a psychologist aimed at creating a complex system of clinical - psychological, psychological - pedagogical and psychotherapeutic conditions, contributing to their successful adaptation, rehabilitation and personal growth in society (school, family, medical institution) [3]. On the basis of the foundations of psychological support proposed by different authors, it is possible to consider the specifics and stages of support for the social development of persons with disabilities.

The preparatory stage includes a theoretical and methodological substantiation of the problem and the development of organizational aspects of psychological support for the social development of persons with developmental disabilities in an inclusive space. The diagnostic stage involves an in-depth examination in order to identify psychological resources and the main components of socio-psychological competence: cognitive-perceptual, emotional-regulatory, personal-resource, instrumental-operational. The search stage contains the analysis of the information received, the search for ways and means of solving the problem, as well as the refinement of the program of psychological support based on corporate interaction. The activity stage includes both individual correctional and developmental activities with respondents with developmental disabilities, and activities with other subjects of the inclusive space: primarily with peers with conditionally normative development. In addition, this stage involves educational and consultative work with teachers, other professionals and parents. The participation of teachers of educational organizations in accompanying the social development of children and adolescents with developmental disabilities in the context of educational inclusion involves the solution of the following tasks [1,2]: organization of various types of extracurricular, extracurricular activities, various forms of leisure as a social environment; expansion of the sphere of interpersonal interaction; organizing positive interaction with normally developing peers; creating additional, emotionally significant conditions for the personal self-affirmation of each child; creation of psychological and pedagogical conditions for success, emotional comfort in various activities; the development

of the need for communication, the development of social orientation skills, the formation of constructive interaction skills through a system of targeted correctional and educational work.

The main tasks of psychological support for the social development of persons with developmental disabilities: increasing their activity and independence; elimination of secondary personal reactions due to emotional disorders, such as aggressiveness, increased excitability; creating conditions to compensate for frustrated urgent needs; development of interaction skills in conditions of inclusion; stimulating the need for communication, developing social skills; optimization of personal resources: self-esteem, self-awareness, the formation of emotional stability and self-regulation. The final or generalizing stage is aimed at summing up the results and developing a set of recommendations for further activities.

CONCLUSION

General patterns of development of normal and abnormal development, as well as specific patterns of abnormal development, orientation to the zone of proximal development are an essential guideline both when organizing psychological support for the social development of persons with disabilities, and when summarizing its results and developing a set of recommendations. Comprehensive psychological support for the development of social and psychological competence in persons with developmental disabilities who are included in the general educational environment of an educational organization allows to correct emotional and

personal disorders, to form interaction skills, contributing to the success of inclusion.

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