

V.V. Khitruk* 

*Doctor of Pedagogical Sciences, Profes
M.Tank Belarusian State Pedagogical University
Minsk., Republic of Belarus
3577058@gmail.com*

M.S. Tileubayeva 

*PhD psychology, senior lecturer
J. Washington University, Washington, USA
ai_arum@mail.ru*

DEVELOPMENT OF METHODS OF PSYCHOLOGICAL SUPPORT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Abstract. *The purpose of the study is to organize psychological services that ensure their quick and optimal integration into the normal process by increasing the effectiveness of special conditions focused on students with special educational needs in educational organizations. Modern psychological strategies focused on the free development, effective socialization and successful learning of students with special educational needs were used and as a result of conducting experiments, a methodology of psychological support was developed. This has led to new results-oriented work of educational organizations, supplementing psychological and pedagogical support services for students with special educational needs with innovations. Expected results from the implementation of the tasks set within the framework of the research: achievement indicators of students with special educational needs will be compiled; educational organizations create psychological models for improving the interaction of "special" students with the environment; effective psychological strategies to influence them positively are created; a series of individual and group trainings focused on the "special" student and learners' classmates will be prepared; programs for regulating behavior problems of "special" students will be created; neuropsychological strategies to overcome their learning difficulties are developed; modern technologies of professional-psychological support of families and teachers are created.*

Key words: *special educational needs, psychological support, successful education, effective socialization.*

Introduction. The modern educational paradigm, as one of the main tasks of education, is focused on the process of improving the social skills of schoolchildren and adapting them to real life situations. At the same time, maximum coverage and psychological-pedagogical support for the integration of students with special needs into the normal educational (SSEN) space is a global requirement. The professional experiences of the research group on inclusive education are the prerequisites for the development of this project. It is planned to implement the process of developing the methodology of psychological support for students with special educational needs in three directions: improving the student's interaction with the environment, regulating behavior problems, and overcoming learning difficulties. For

successful socialization and effective learning, an individual educational trajectory is determined, taking into account the child's development potential. This activity is carried out on the basis of the joint action of the teacher-psychologist with the class leader, subject teachers, special specialists and social pedagogue. The project aims to increase the effectiveness of psychological-pedagogical support in educational organizations, providing the process of psychological support with modern strategies. To focus on students, gradually reducing the technology of special educational needs for them; stabilization of the result; turning the process into a normal phenomenon by increasing the quality and effectiveness of the special situation organized by the SSEN in educational organizations – for this purpose, it is considered to

study the psychological causes of special educational needs of students of SEN and to compile modern indicators of achievements.

The creation of programs for the regulation of problems in the behavior of students in the SSEN is carried out on the basis of active methods of applied psychology. Calming the children's nervous system through retraining methods and meditative techniques contributes to the stabilization of the psyche. Daily, systematic, continuous practice of these methods and the addition of affirmations and visualization are believed to increase effectiveness. Therefore, with the help of school psychologists, conducting psychocorrective sessions for a period of 6-7 weeks for 1 academic year and interim monitoring of the child's condition of the SSEN every quarter is a prerequisite to create a modern psychological program for regulating behavioral problems. In order to create psychological-pedagogical strategies for overcoming learning difficulties, the levels of development of mental processes of students of secondary school are diagnosed and subjects that are difficult to master are identified. It is planned to implement the process of increasing the child's mental ability through neuropsychological strategies. It is also, necessary to revive the practices of teaching differentiation and critical use of technologies of the pedagogical team based on the features of perception, thinking operations, attention stability, memory and reproduction processes. In educational organizations, SSEN is provided by educational resources of students, professional and psychological support of their families and teachers. In order to increase the effectiveness of this process, schemes for mentoring tools and using coaching technologies are considered within the project.

Research conditions and methods.

Psychological-pedagogical support is an organized activity aimed at creating conditions that provide the opportunity to solve the students' actual problems. Its main principles are to provide timely help to the individual of SEN, to influence the student to independently overcome the difficulties of this process and to take a responsible approach

to personality formation. V.M. Tolstosheina emphasized that the process of psychological support of students SEN in educational organizations is considered as a unity of actions of all participants in the educational process in order to create conditions for positive development of the child while preserving the freedom and responsibility of the child's personality [1].

Researchers E.I. Gaidarova, E.V. Kuzmicheva determined that the main goal of the psychological and pedagogical support service for students of the SSEN is "to ensure the successful entry of the child into the new social conditions of development before adapting the child to education" [2].

In the case of inclusive education, depending on the content of the organization of psychological and pedagogical support services, researchers have different opinions. For example, E.V. Gorshkova suggests that psychological and pedagogical support of students SEN in educational organizations should be carried out in four directions: the first direction is called the period of adaptation, giving priority to work with the child and his family members; the second direction is defined as mobilization of the process of regulating the student's relationship; the third direction is called the period of orientation to the teaching process; The fourth direction indicates that it should include work with the pedagogical team [3].

In N.V. Basalaeva, T.V. Kazakova, Z.A. Levshunova's works, the most important thing in the system of psychological support of SSEN is the development of students' motivation to study, increasing the desire to acquire knowledge, and focusing on ensuring academic success; and other results go hand in hand with this task, and the main goal is the priority of achieving high-quality education of the child" [4].

Researchers L.P. Fetaliyeva, E.A., such as Abdulatipova attribute informative, guiding and developmental functions in educational organizations, the main services of psychological-pedagogical support of students of the SSEN. Highlighting the position of "mutual dialogical action and collegiality" as one of the main principles of psychological support, it is concluded that this determines the joint actions of specialists

participating in this process, within the framework of a single system of values, on the basis of mutual respect. According to the authors, it is necessary to "regularly monitor the psychological status of students in the class and changes in personality" [5].

On the basis of the above examples and general experience, distinguishing the gaps formed in the process of psychological support of students of the SSEN, the degrees of novelty of the scientific results achieved during the implementation of this project are formulated:

– firstly, the approach to the process of creating SSEN, a student's personal educational trajectory will be transformed: until now, psychological support has done according to the child's capabilities, and within the framework of the proposed project, this process will be based on his potential; because opportunity is measured by limitation, and potential is characterized by development;

– secondly, in educational organizations, a common method of psychological support of students with disabilities, SEN is developed: improving the student's interaction with the environment, regulating behavior problems, and overcoming learning difficulties.

The importance of the results of the proposed project is characterized by a number of social effects. In modern Kazakhstan, the idea of "forming a new identity of the nation" is relevant; and in the framework of this process, revitalization of inclusive education and modernization of psychological activities are of great importance. Because today's students are distinguished by their intelligence, which quickly accepts new things, and their sensitivity, which knows what to say. The successful integration of students SEN in such an environment of intensive development requires the full functioning of the process of psychological support. Therefore, the psychological-pedagogical support service in educational organizations should be based on a strategic goal aimed at improving the quality of the nation, meeting the cognitive and social demands of the children of the new generation [6].

The differences of the project idea from world analogues are characterized by its orientation to the development of national identity. For example, since the necessary equipment for the laboratory of psychological support of students SEN of the National Academy of Sciences is made in other countries, it is alienating from Kazakh knowledge. In order to increase the quality of the nation, we need effective tools to accelerate the formation of the Kazakh identity. It is not enough just to translate them from world-class popular languages. Approaches developed in other social and cultural environments do not always correspond to the national worldview of the Kazakh people, and even opposite aspects may be encountered. Therefore, the creation and implementation of modern psychological tools and content in the native language, based on the Kazakh consciousness, for the students of the SEN is a strategic content for the future of the nation.

Research results. The problem of psychological support of students of the SEN arose due to the unsatisfactory situation of inclusive education in educational organizations. Currently, in the vast majority of schools, the trajectory of individual education of students of SEN is formally determined, so its effectiveness is also lacking. In 2022, the Ministry of Education and Science of the Republic of Kazakhstan approved "Principles of psychological and pedagogical support in educational organizations".

The weakness of the psychological and pedagogical support service implemented on the basis of this rule depends on several factors.

1. Educational organizations still work according to the principles of "free space" and "safe environment". As a solution to the existing situation, within the framework of the project, it is planned to create a rationale for the relationship of "comfortable environment" oriented to prosperity.
2. Non-equipment of educational space in educational organizations in accordance with the cognitive needs of students of SEN. As a solution to this problem, within the framework of the project, models of inclusive education classrooms according to the age characteristics of children are proposed;

3. There are inadequate potential of specialists who work with students SEN of primary school. Within the framework of the project, it is planned to organize 2 areas of professional development courses: "Methodology of psychological-pedagogical support service" for school psychologists and "Methodology for developing an individual trajectory of student-oriented education of SWEN" for teaching staff.

4. There is low demand and demand from parents. As a solution to this problem, it is recommended to create family support centers near educational organizations.

In accordance with the main scientific problems of the project, a research strategy was defined: for pedagogues-psychologists of educational organizations, to determine the main directions of psychological support of students of the SWSEN. The research team predicts the effectiveness of implementing this process in three directions: psychotherapy for regulating problems in the student's behavior in the SEN; training to improve children's interaction with the environment and neuropsychology of overcoming learning difficulties.

In accordance with the main scientific problems of the project, a research strategy was determined: for pedagogues-psychologists of educational organizations, to determine the main directions of psychological support of students of the SWSEN. The research group predicts the effectiveness of implementing this process in three directions: psychotherapy for regulating problems in the behavior of the student of SEN; training to improve children's interaction with the environment and neuropsychology of overcoming learning difficulties.

In educational organizations, for successful socialization and effective learning of students with special needs, an individual educational trajectory is created, taking into account the child's development potential. This activity is carried out based on the joint action of the teacher-psychologist with the class leader, subject teachers, special specialists and social pedagogue.

The research hypothesis: if the process of psychological support in educational organizations

is provided with methods and modern strategies oriented to specific solutions, the school is equipped according to the requirements, systematic and continuous professional services are provided, the use of technologies with special educational needs for the SEN students of primary and secondary schools will gradually decrease, academic results will stabilize, and the child will join the normal process.

It is planned to study the psychological causes of the special educational needs of the students and compile modern indicators of achievements in order to achieve the set goals. During psychological and pedagogical diagnostics, I.G. Eliseeva, A.K. Ersarina examines the formation of components of educational activities (motivation, self-organization, planning, execution and control of educational activities), work capacity, pace of activity, and what forms of educational work help students better understand educational material. (written, oral, practical actions, illustrative material, etc.), concludes that priority should be given to the selection of the most suitable teaching methods and approaches and the need to respond to the mechanisms of organizing the child's activities during the lesson [7]

One of the important research methods used within the project is neuropsychological research. After all, learning difficulties of children with ADHD are often the result of attention deficit. Therefore, the reasons why hyperactive students of SEN are unable to learn basic reading skills such as writing, reading and counting are identified in order to overcome learning difficulties. For this purpose, it is necessary to monitor students' abilities to use effective mnemonic strategies, give abstract definitions of words, analyze linguistic metaphors, and pay attention to describing the thoughts and feelings of characters in children's oral and written stories. In addition, it is necessary to be able to solve mathematical problems with several methods, to use different units of measurement and to have the ability to calculate them backwards. Learning activity of SWSEN changes not only the cognitive activity of students, but also their relationship with others and the nature of their self-esteem.

Discussion of scientific results.

Neuropsychological diagnosis is a study conducted using a set of special tests in order to establish the relationship between the characteristics of high mental function and the morph functional state of the brain [8].

It is related to the diagnosis, especially in A.V. Semenovich's "replacement ontogeny" methodology, as well as T.A. Fotekova, K.A. Bogomolova, A.V. Tsvetkov, N.B. Shumakova aimed at the development and regulation of cognitive functions, the components, so there will be created individual neuropsychological programs based their methods [9-12].

Development works are planned to be carried out 3 times a week during the academic year. The duration of the sessions is 20-40 minutes, depending on the age characteristics of the students of the SWSSEN. The content of neuropsychological programs includes sensorimotor adjustment, cognitive development, and psych emotional regulation. Monitoring of results is carried out through initial, intermediate and final diagnostics.

It is assumed that the neuropsychological research will contribute to obtaining approximately the following indicators: the level of self-control of the students of the EDPS will increase; the volume of attention increases, concentration, stabilization increases; the level of voluntary memory increases; intellectual abilities develop; abilities of abstract thinking, generalization and categorization are formed; interest in learning activities, perseverance, independence, independence begin to be recognized; completing tasks will no longer be a problem; the number of errors in writing is significantly reduced; the ability to understand hidden and figurative meaning improves.

Data processing is carried out using statistical methods.

In educational organizations, the work of regulating the personality problems of the students of the SWSSEN is carried out based on active methods of applied psychology. It is believed that regular use of children's nervous system calming programs, through retraining approaches and meditative techniques, can contribute to mental stabilization. Regular practice of these methods

and the addition of affirmations and visualization techniques will undoubtedly increase productivity. Therefore, with the help of school psychologists, there is a reason to conclude that conducting psych corrective sessions and periodic monitoring of the child's condition by the SSEN every quarter will lead to the regulation of behavioral problems.

There are often cases of retardation of mental development among students of primary school; it is often the result of inattention. At the same time, such children often have negative behavior such as restlessness, nervousness, impulsiveness of actions, feverishness. All of these hinder the interaction of students with the environment of SSEN . Within the framework of the project, it is planned to determine the psychophysiological nature of such children, the nature of their features and the scope of their interests, and to create psychological models for their improvement.

For this purpose, in consultation with the student's family, effective psychological strategies of positive influence on the children of the SSEN will be created: a series of individual and group trainings focused on the EDPS student and his classmates will be developed and conducted once a week during the school year. Based on the results, models of "interaction with the environment" are developed.

Conclusion. The strategic goal of the proposed project is to study the psychological activities that ensure their quick and optimal integration into the normal process by increasing the effectiveness of the special situation aimed at students with the SEN in educational organizations. For this purpose, modern psychological strategies focused on the free development, effective socialization and successful study of students with SEN are used, and because of conducting experiments, a methodology of psychological support is developed. This educational institution complements the psychological and pedagogical support of SSEN with innovations and leads educational organizations to work in a new and result-oriented manner.

Expected results from the implementation of the tasks set within the project include 2 directions:

the process of psychological support of the students of the SEN and the process of implementing the research results into production.

Expected results from the tasks set in the first direction:

- The psychological reasons for the special educational needs of the students of the primary school are going to be distinguished;

- Indicators of students' achievements of the SSEN will be compiled;

- In educational organizations, psychological models for improving the interaction of students of primary education with the environment are created;

- Effective psychological strategies of positive influence on children of the SEN will be created;

- A series of individual and group trainings is prepared for the student of the SEN and his classmates;

- The main tool of control experiment - reflection techniques is developed;

- Programs for regulating problems in the behavior of students with the SEN will be created;

- Neuropsychological strategies for overcoming learning difficulties are created;

- Modern technologies of professional-psychological support of the families of students and teachers of SEN will be created.

There are two directions of implementation of project tasks - expected results in the process of implementation of research results into production:

- A laboratory for psychological support of students with SEN will be equipped;

- The qualifications of the research group related to inclusive education will be increased;

- SSEN is presented at scientific conferences on the environment of psychological support for students;

- Educational programs of professional development courses for teachers and psychologists of educational organizations will be created;

- The first step of project commercialization is the creation of a training site;

- Seminars on research results are going to be held in experimental bases;

- Training courses for teachers and psychologists are going to be organized;

- Recommendations, rules and methodological guidelines for establishing family support centers will be developed by educational organizations;

- Family support centers will be opened in experimental bases;

- An international scientific conference will be organized on the topic "Psychological aspects of inclusive education: from research to practice".

The potential for commercialization of the received scientific results is high: conducting psychological consultations for students with the SEN and their parents in "face-to-face" or "on-line" mode; organization of group trainings; improving the qualifications of psychologists and teachers.

References

1. Tolstosheina, V.M. Analysis of the concept of "psychological support" in Russian literature // Psychological approaches to the study of personality in the "person – society" system: an international collection of scientific articles. – Sofia: Sveti Nikole, 2018. Pp. 165-169.
2. Gaidarova, E.I., Kuzmicheva, T.V. Features of psychological and pedagogical support of inclusive education in preschool educational organizations // Innovative scientific research. – M., 2021. No. 4-2 (6). Page 112-118. <https://doi.org/10.5281/zenodo.4782038>
3. Gorshkova, E.V. Psychological and pedagogical support for students with special educational needs in conditions of inclusion // International Scientific Bulletin. – 2016. – No. 5-3. URL: <https://eduherald.ru/ru/article/view?id=15950> (date of access: November 20, 2023).
4. Psychological support for children with special needs: textbook / N.V. Basalaeva, T.V. Kazakova, Zh.A. Levshunova; edited by Zh.A. Levshunova. – Krasnoyarsk: Sib. federal univ., 2020. – 77 p.
5. Fetaliyeva L.P., Abdulatipova E.A. Psychological and pedagogical support for children with special needs and educational needs in inclusive education // Education and Law: Pedagogical Sciences, № 5. Moscow, - 2020. Pp. 249-253.
6. Tokhayev K.K. Kazakhstan in the new situation: the stage of activity. Message of the President of the Republic of Kazakhstan to the people. - Astana, 2020.

7. Psychological and pedagogical support for children with special educational needs in a comprehensive school: method. Recommendations. Eliseeva I.G., Yersarina A.K. – Almaty: NNPC KP NSPC RK , 2019. – 118 p.
8. Obidina O.K. Methods of neuropsychological diagnostics. Educational and methodological manual. - Bishkek: Kyrgyz-Russian Slavic University, 2017. - 114 p.
9. Batrakova, M.A. Possibilities of neuropsychological correction in overcoming learning difficulties in younger adolescents with attention deficit hyperactivity disorder // Young scientist. - 2022. - № 20 (415). - pp. 208-210. URL: <https://moluch.ru/archive/415/91672/> (date of access: November 20, 2023).
10. Semenovich A.V. Corrective work program at school. Psychological and pedagogical support of the educational process. – М.: Bustard, 2015. 112 p. ISBN: 978-5-358-14570-2.
11. Fotekova T.A. Dynamics of higher mental functions in early adolescence // Eurasian Union of Scientists. 2020. № 5. pp. 10–12.
12. Tsvetkov A.V. Methods of neuropsychological correction of attention deficit hyperactivity disorder // Moscow Psychological and Social Institute. 2010. № 4. pp. 33–40.

Material received on 28.02.24

В.В. Хитрюк* - *М.Танк ат. Беларусь мемлекеттік педагогикалық университеті, Минск, Беларусь*
М.С. Тилеубаева. - *Дж.Вашингтон университеті, Вашингтон, АҚШ*

ЕРЕКШЕ БІЛІМ БЕРУ ҚАЖЕТТІЛІКТЕРІ БАР ОҚУШЫЛАРДЫ ПСИХОЛОГИЯЛЫҚ ҚОЛДАУ ӘДІСТЕМЕСІН ҰЙЫМДАСТЫРУ

Аңдатпа. Зерттеу мақсаты білім беру ұйымдарында ерекше білім қажеттігі бар оқушыларға бағдарланған арнайы жағдайдың тиімділігін арттыру арқылы, олардың қалыпты үрдіске жылдам әрі оңтайлы қосылуларын қамтамасыз ететін психологиялық қызметті ұйымдастыру. Ерекше білім беру қажеттігі бар оқушылардың еркін дамуы, тиімді әлеуметтенуі және табысты оқуына бағдарланған заманауи-психологиялық стратегиялар қолданылып, эксперименттер жүргізілуі нәтижесінде, психологиялық сүйемелдеу әдістемесі әзірленеді. Бұл ерекше білім беру қажеттігі бар оқушыларды психологиялық-педагогикалық қолдау қызметін инновациялармен толықтырып, білім беру ұйымдарының нәтижеге бағдарлана, жаңаша жұмыс істеулеріне әкеледі. Зерттеу аясында белгіленген міндеттерді жүзеге асыру барысынан күтілетін нәтижелер: ерекше білім беру қажеттігі бар оқушылардың жетістіктерінің индикаторлары құрастырылады; білім беру ұйымдарында «ерекше» оқушылардың ортамен өзара әрекеттесуін жақсартудың психологиялық модельдері жасалады; оларға оң әсер етудің тиімді психологиялық стратегиялары құрылады; «ерекше» оқушы мен оның сыныптастарына бағдарланған жеке және топтық тренингтер сериясы дайындалады; «ерекше» оқушылардың мінез-құлқындағы мәселелерді реттеу бағдарламалары құрылады; олардың оқу қиындықтарын еңсерудің нейрпсихологиялық стратегиялары әзірленеді; отбасыларды және ұстаздарды кәсіби-психологиялық қолдаудың заманауи технологиялары жасалады. Бұл, өз кезегінде, білім беру ұйымдарындағы түзету сыныптарын “қолдау сыныптары” атауымен алмастыруға әкеледі.

Тірек сөздер: қақтығыс, қатынас, трансформация, тұлғааралық, жанжал, жауапкершілік, мінез-құлық, құндылық.

В.В. Хитрюк* - Белорусский государственный университет им. М.Танка, г.Минск, Беларусь
М.С. Тилеубаева - Университета им. Дж.Вашингтона, Вашингтон, США

РАЗРАБОТКА МЕТОДИКИ ПСИХОЛОГИЧЕСКОГО СОПРОВОЖДЕНИЯ УЧАЩИХСЯ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

Аннотация. Целью исследования является организация психологических служб, обеспечивающих их быструю и оптимальную интеграцию в обычный процесс за счет повышения эффективности специальных условий, ориентированных на учащихся с особыми образовательными потребностями в образовательных организациях. Были использованы современные психологические стратегии, ориентированные на свободное развитие, эффективную социализацию и успешное обучение учащихся с особыми образовательными потребностями, и в результате проведения экспериментов была разработана методика психологической поддержки. Это привело к новой, ориентированной на результат работе образовательных организаций, дополнению служб психолого-педагогической поддержки учащихся с особыми образовательными потребностями инновациями. Ожидаемые результаты от реализации задач, поставленных в рамках исследования: будут составлены показатели успеваемости учащихся с особыми образовательными потребностями; образовательные организации создадут психологические модели для улучшения взаимодействия "особых" учащихся с окружающей средой; будут созданы эффективные психологические стратегии для позитивного воздействия на них.; будет подготовлена серия индивидуальных и групповых тренингов, ориентированных на "особых" учащихся и их одноклассников; будут созданы программы для регулирования проблем поведения "особых" учащихся; разработаны нейропсихологические стратегии преодоления их трудностей в обучении; созданы современные технологии профессионально-психологической поддержки семей и педагогов.

Ключевые слова: особые образовательные потребности, психологическая поддержка, успешное обучение, эффективная социализация.

Cite the article: *Khitruk, V.V., Tileubayeva, M.S. Development of methods of psychological support for students with special educational needs // Bulletin of Dulyat University. – 2024. – No.1. – P. 134-141 <https://doi.org/10.55956/PRYW1836>*