

**Scientific and methodological
provision of professional
self-determination of students with
special educational needs (sen)
in the system of higher education**

Educational-methodical manual

UDC 376
LBC 74.4
S 76

Recommended for publication by the Academic Council of the Faculty
of Philosophy and Political Science of al-Farabi Kazakh National University
(protocol N 14, dated 30.05.2023)

It is published within the framework of the Grant project of the Ministry of
Education and Science of the Republic of Kazakhstan *IIPH AP 14872130*
«Formation of professional self-determination of students with special educational
needs as a national strategy in the field of inclusive education of the Republic of
Kazakhstan»

Authors:

Magauova A.S. (1.1., 1.2., 2.2), Kassen G.A. (2.4., 3.1),
Kudaibergenova A.M. (2.1., 2.3), Algozhayeva N.S. (1.3),
Sadvakassova Z.M. (2.5, 3.1, 3.3, 4, 3.5), Makhambetova Zh.T. (3.3),
Seyilkhanova M.Y. (1.4), Shagyrbayeva M. D., Suleimen M. (1.5., 3.2)

Reviewers:

Urazova M.B. – Doctor of Pedagogical Sciences, Professor
of Tashkent State Pedagogical University named after Nizami
Mukasheva A.B. – Doctor of Pedagogical Sciences, acting professor
of al-Farabi Kazakh National University

S 76 **«Scientific and methodological provision of professional self-determination of students with special educational needs (SEN) in the system of higher education»:** educational-methodical manual. / Edited by Professor A.S. Magauova. – Almaty: Qazaq university, 2023. – 221 p.

ISBN 978-601-08-4251-1

The manual presents materials on the organization of psychological and pedagogical support of the process of formation of professional self-determination of students with SEN. The essence and content of the support of students with SEN in an inclusive educational environment are revealed. Of particular interest is the description of practice-oriented technologies of the process of formation of professional self-determination of students with SEN. Methodological aspects of training technologies, the role of a tutor in working with students with special educational needs are considered.

The educational-methodical manual is intended for master students, doctoral students, university lecturers, as well as students of advanced training courses.

CONTENT

Introduction	5
I. Theoretical foundations of the formation of professional self-determination of students with special educational needs at the university	8
1.1. Psychological and pedagogical accompaniment of the process of formation of professional self-determination of students with special educational needs: the essence and content.....	8
1.2. Psychological and pedagogical accompaniment of students with special educational needs in an inclusive educational environment of the university.....	17
1.3. Professional self-determination as a factor of social adaptation of students with special educational needs at the university.....	31
1.4. Psychological and physiological characteristics of the personality of students with special educational needs.....	40
1.5. Foreign experience of the professional self-determination forming process of students with sen at higher education institution.....	54
II. Psychological and pedagogical accompaniment of students with special educational needs in the educational and developing context of the university	73
2.1. Organization of psychological and pedagogical accompaniment of students with special educational needs at the university.....	73
2.2. The main directions of psychological and pedagogical accompaniment for students with special educational needs.....	86
2.3. Socio-psychological service and their role in creating an educational and rehabilitation environment for students with special educational needs at the university.....	95

2.4	Psychodiagnostics in the system of psychological and pedagogical support of students with special educational needs	102
2.5	Tutor of inclusive education in higher school	117
III. Practice-oriented technologies for the formation of professional self-determination of students with special educational needs at university		
138		
3.1	Art therapy in an inclusive educational environment of higher education.....	138
3.2	Health-saving technologies at work with SEN students	152
3.3	Technological ways for the development of assertive behavior in teaching people with special educational needs.....	160
3.4	Training technologies and their role in the formation of professional self-determination of students with special educational needs at the university	169
3.5	Methodological aspects of organizing and conducting training with sen students.....	189
References.....		210

Introduction

Current trends in the renewal of education for students with special educational needs in Kazakhstan's society coincide with global trends in the field of education of handicapped persons around the world. This implies equal access to quality education, the highest possible level of integration of students with physical and intellectual disabilities into the social and academic environment together with their typically developing peers.

The State policy in the Republic of Kazakhstan in ensuring quality education for all without any discrimination involves providing psychological and pedagogical support for students with special educational needs in the system of higher professional education. Latest requirements for the higher education system are associated with the need to create psychologically favorable conditions for the versatile development of the personality of students with different educational needs and opportunities. This actualizes scientific interest in studying the problem of professional self-determination of handicapped students and disabilities. The necessary theoretical and practical prerequisites have been created for the study of this problem at the present time.

In modern society, special attention is paid to the issues of inclusive education. One of the aspects of inclusive education is to ensure the accessibility of education for students with special educational needs (SEN).

Special educational needs should be understood as the presence of permanent or temporary difficulties in obtaining a sufficient level of education as a result of developmental disorders, physiological and psychological disorders, behavioral and emotional problems or the influence of adverse environmental factors (social, psychological, economic, linguistic and cultural).

At the moment it is becoming obvious that universities should create conditions for the successful training and development of such students, as well as for their full participation in the social life and academic process of the educational institution. In this regard, it is necessary to carry out psychological and pedagogical support of students with SEN at the university, which is a set of measures aimed at helping students with SEN in the implementation of educational activities.

The quality of the process of formation of professional self-determination of students is associated with a number of subjective characteristics of students with special educational needs, as well as with objective conditions for the organization of psychological and pedagogical support of this process. Psychological and pedagogical support of students with special educational needs is aimed at creating conditions that allow handicapped students to receive higher education on an equal basis with all other students and successfully complete their educational programs.

Psychological and pedagogical support of the process of formation of professional self-determination of students with special educational needs is a complex process consisting of many principles, factors, methods and technologies of work. Practice proves that the combination of the above aspects determines the quality and effectiveness of work with students with special educational needs.

The educational and methodological manual «Scientific and methodological maintenance of professional self-determination of students with SEN in the system of higher education», developed by the research group of the scientific Project of the Ministry of Education and Science of the Republic of Kazakhstan «Formation of professional self-determination of students with special educational needs as a national strategy in the field of inclusive education of the Republic of Kazakhstan» has great scientific and practical significance.

The aim of the educational -methodical manual is to reveal the essence and content of psychological and pedagogical support of students with SEN in an inclusive educational environment; to describe practice-oriented technologies of the process of formation of professional self-determination of students with SEN.

The educational and methodological manual developed by the author's team includes 3 Modules:

I. Module. Theoretical foundations of the formation of professional self-determination of students with SEN at the university.

II. Module. Psychological and pedagogical support of students with SEN in the educational and developing environment of the university.

III. Module. Practice-oriented technologies for the formation of professional self-determination of students with SEN at the university.

Each theme of the educational-methodical manual includes questions to consolidate the material, tasks for independent work, a list of recommended literature. The authors hope that the materials of this textbook will be interesting not only for bachelor students, master students, doctoral students of higher educational institutions, but also for those who today work with handicapped people who have an equal right to receive high-quality higher education, the right to further employment, the right to be an equal member of society.

I. Theoretical foundations of the formation of professional self-determination of students with special educational needs at the university

1.1 Psychological and pedagogical accompaniment of the process of formation of professional self-determination of students with special educational needs: the essence and content

Aim: to reveal the essence and content of the process of formation of professional self-determination of students with SEN at the university

Plan:

1. The essence of the concept of «psychological and pedagogical support of persons with special educational needs».

2. Features of psychological and pedagogical support of the process of formation of professional self-determination of students with SEN.

3. The main stages of psychological and pedagogical support for the process of formation of professional self-determination of students with SEN at the university.

4. The functions of the activity of a specialist in psychological and pedagogical support of students with SEN.

Keywords: persons with special educational needs (SEN), psychological and pedagogical support of persons with special educational needs, formation of professional self-determination of students with SEN.

1. The essence of the concept of «psychological and pedagogical support of persons with special educational needs»

The problem of psychological and pedagogical support of students with special educational needs is in the focus of attention of scientists who study it from different positions: psychological and pedagogical support as part of the psychological support of professional training of a student (T.I. Volkova [1]); the role of psychological and pedagogical support of professional training of a student at a university in creating a system of conditions for self-development of a young man's personality (A.V. Brushlinsky [2]); modeling of psychological and pedagogical support of disabled students during their adaptation to university education (Stepanova N.A. [3]); problems of psychological and pedagogical support of professional training of university students (Lapshova A.V., Vaganova O.I., Maleeva M.S.) [4]); orientation of psychological and pedagogical support to self-diagnosis, self-knowledge of a person with SEN (L.A. Petrovskaya); consideration of psychological and pedagogical support as a system of organizational, diagnostic, training and developmental measures aimed at creating optimal conditions for the personal development of a future specialist (T.G. Yanicheva), etc.

In the psychological and pedagogical literature, *special educational needs* are defined as the needs in the conditions necessary for the optimal realization of actual and potential opportunities (cognitive, energetic and emotional-volitional, including motivational) that a person with developmental problems can manifest in the learning process.

The following approaches should be distinguished in determining the essence and content of the key concepts under consideration:

➤ ***Psychological and pedagogical support*** is a systemically organized activity implemented in educational organizations, during which socio-psychological and pedagogical conditions are created for the training and development of persons (children) with special educational needs, including disabled children, based on the assessment of special educational needs [5].

➤ ***Psychological and pedagogical support*** implies systemically organized activities carried out in educational institutions, during

which socio-psychological and pedagogical conditions are created for the successful training and development of persons with special educational needs based on the assessment of special educational needs. The importance of developing and approving the rules of psychological and pedagogical support in educational institutions is noted [6].

➤ *Psychological and pedagogical support of students with SEN* is such an organization of the learning process in which all students, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics, are included in the general education system.

➤ *Psychological and pedagogical support of disabled people* is a comprehensive technology of psychological and pedagogical support and assistance to the student and his parents in solving problems related to development, training, upbringing, socialization by specialists of various profiles.

➤ *Psychological and pedagogical support* – special prolonged psychological assistance, a specially organized process aimed at creating safe conditions in which it becomes possible to get out of negative alienation and isolation from the world into the world of interaction, relationships, communication, active expansion of social contacts.

➤ *Psychological and pedagogical support* – a system of professional activity of a psychologist (a specialist in the support service of an educational institution) aimed at creating socio-psychological conditions for solving problems arising in the process of interaction in the educational environment.

In the scientific literature there is a definition of *«socio - psychological support»*, which means:

1) holistic, systemically organized activities of all structural units of the university aimed at creating socio-psychological, pedagogical, medical, technical conditions for successful learning, development of disabled students;

2) the activities of specialists and employees aimed at studying, developing and correcting the personal development of disabled

student, his socio-psychological adaptation, professional development with the help of psychodiagnostic procedures, advice on solving existing problems and difficulties, psychoprophylaxis and providing information assistance;

3) psychological and pedagogical support for disabled students and people with disabilities as a subject, an active participant in the educational process.

In the definition of the concept of «psychological and pedagogical support», the following *characteristics* are the most important:

1. This is a special type of interpersonal interaction between the maintainer and the accompanied, with the aim of activating the internal resources of personal development with the SEN and providing assistance and support at a certain stage of his life path.

2. This is a technology that creates comfortable conditions for the development of the personality of a student, teacher, university employee and more successful performance of their personal and professional functions.

4. This is a system of organizational, socio-psychological and psychological-pedagogical measures aimed at the professional and personal development of a pre-service specialist with SEN.

2. Features of psychological and pedagogical support of the process of formation of professional self-determination of students with SEN

Advanced requirements for the higher education system are associated with the need to create psychologically favorable conditions for the versatile development of the personality of students with different educational needs and opportunities.

The main purpose of psychological and pedagogical support of disabled students and persons with disabilities is to teach them independence in solving their own problems and difficulties, which implies a deep knowledge of themselves, their own resources and an adequate perception of the world around them.

Psychological and pedagogical support of the process of formation of professional self-determination of students with SEN and persons with disabilities is designed to solve the following *tasks*:

- identification of special educational needs of students with disabilities caused by deficiencies in their physical and (or) mental development, - formation of an effective system of adaptation, maintenance and support of students with SEN,

- creation of optimal conditions that increase access to high-quality vocational education,

- realization of interests and personal development of students with SEN, as well as their integration, socialization and rehabilitation in the conditions of university education;

- preparation of students for further professional activity in the chosen profession.

Psychological and pedagogical support is aimed at increasing the adaptive potential and effectiveness of educational activities, the formation and development of personal professionally important qualities, improving the quality of training of specialists with special educational needs. In this regard, psychological and pedagogical support of the professional training of a student with an SEN in an inclusive educational environment is a process of promoting the formation of the following *professional and personal qualities* in a pre-service specialist:

- the ability and willingness to make an independent, informed, free and responsible choice;

- striving for professional training after graduation, independent professional development and self-improvement;

- psychological readiness for professional activity in accordance with the acquired professional qualifications.

The essence of psychological and pedagogical support for the formation of professional self-determination of students with SEN in the learning process can be defined as a set of measures carried out by specialists in the field of psychophysiology and professional selection for psychological diagnostics and psychological and pedagogical training of students, identification and in-depth study of individual psychological characteristics of people experiencing difficulties in learning and adaptation, as well as correction of their functional state and working efficiency.

3. The main stages of psychological and pedagogical support for the process of formation of professional self-determination of students with SEN at the university

In the scientific literature, 4 stages of psychological and pedagogical support of students with SEN at the university are distinguished:

1. Career guidance;
2. Adaptation;
3. Specialization;
4. Professionalization.

Psychological and pedagogical support of the process of formation of professional self-determination of students with SEN at the university should be built in accordance with the following *principles*:

- a humanistic approach to the personality of a student with special educational needs and his development;
- maximum consideration of individual development, health potential and rehabilitation of disabled students;
- the principle of continuous, personality-oriented, subject-subject education;
- orientation of training on the formation of educational and communication skills, professional and social adaptation, employment;
- active cooperation with the student in terms of changing his own personal and motivational sphere;
- consideration of psychophysiological features and compensation of violations in disabled students;
- correction of distortions in the process of socialization, elimination of social and psychological deprivation;
- organization of integrated training of students with SEN;
- continuous and comprehensive rehabilitation of disabled people;
- development of skills of analysis and adequate perception of the results of their educational activities, the formation of research skills;
- creating conditions for the development of the abilities of disabled students, ensuring the ability to self-realization;
- establishing adequate interpersonal relationships with peers, teachers, creating a comfortable psychological climate at the university;

- professional orientation and professional formation of a pre-service specialist with SEN in the field of higher professional education.

The implementation of the above principles will be effective if the following pedagogical *conditions* are met:

- development and implementation of adapted educational programs with an adequate selection of adaptation modules (adaptation disciplines);

- providing comprehensive psychological and pedagogical support for the learning process of disabled students in the process of obtaining higher education;

- development, if necessary, of individual curricula and lesson schedules that allow studying at the university (together with other students or in separate groups), at home using e-learning, distance learning technologies;

- active inclusion of disabled students in the social project, volunteer activities of the university;

- involvement of curators and student mentors to assist disabled students in adapting to the educational process;

- methodological assistance to curators of academic groups to identify problems that arise in disabled students in the process of academic and extracurricular activities;

- support of intellectual initiative and development of creative abilities of disabled students, their inclusion in research activities, as well as mentoring in relation to universities with disabled students;

- interaction with the administration of university dormitories for the purpose of successful adaptation of disabled students, the formation of their social interaction skills;

- involvement of qualified specialists in the field of medical and rehabilitation services to inform disabled students about benefits and the possibility of obtaining them;

- involvement of disabled students in dynamic activities in the student activities of the university;

- emphasis on self-cognition, self-expression in various situations of development of disabled students, prevention of excessive guardianship.

4. Functions of the activity of a specialist in psychological and pedagogical support of students with SEN

- **formative:** it is carried out on the basis of biological and social patterns of personality formation. Personality formation is based on hereditary qualities that determine individual physical and mental properties. Family upbringing and social factors also influence the personality;

- **informative and communicative:** provides promotion of a healthy lifestyle, continuity of traditions, value orientations that form a careful attitude to health as the value of every human life;

- **diagnostic:** monitoring of the health status of a disabled student, which ensures the individual passage of the educational route by each individual;

- **adaptive:** educational and training activities of a specialist aimed at a healthy lifestyle, optimizing the emotional and mental state of the student and increasing resistance to various kinds of stressful factors of the natural and social environment;

- **reflexive:** rethinking the previous personal experience of a disabled student, in preserving and increasing his physical and mental health.



Figure 1. Functions of a specialist in psychological and pedagogical support of students with SEN

To implement the functions of a pedagogue in psychological and pedagogical support, a variety of **methods and forms** of work can be used: developmental diagnostics; trainings for personal and professional development and self-development; psychological counseling; trainings for improving professional and psychological and pedagogical competency, self-management trainings, self-regulation of the emotional and volitional sphere.

Thus, psychological and pedagogical support should be considered as a type of activity in the process of which psychological and pedagogical conditions are created not only for successful learning, but also for the development of each student with SEN in the educational environment of the university.

Questions for self-control:

1. Reveal the essence of the concept of «psychological and pedagogical support of people with special educational needs».

2. Justify the features of psychological and pedagogical support of the process of formation of professional self-determination of students with SEN.

3. Describe the main stages of psychological and pedagogical support for the process of formation of professional self-determination of students with SEN at the university.

4. Describe the functions of the activity of a specialist in psychological and pedagogical support of students with SEN.

Assignment for independent work of students

1. Fill in the table: «Comparative analysis of various approaches to the disclosure of the essence of psychological and pedagogical support of the process of formation of professional self-determination of students with SEN».

References

1. Volkova T.I. Psychological quality assurance of professional formation of social educators: dis. ... cand. psychological sciences: 19.00.03 - M.: All-Russian Research Institute of Technical Aesthetics, 2002. - 197 p.

2. Brushlinsky A.V. Subject: thinking, teaching, imagination: scientific edition / A.V. Brushlinsky. - 3rd ed., ster. - M.: MPSI, 2008. - 406 p.
3. Stepanova N.A. Model of psychological and pedagogical support of disabled students during their adaptation to university education [electronic resource] Access mode: <https://psy.su/feed/10593> / (accessed: 03/22/2023)
4. Lapshova A.V., Vaganova O.I., Maleeva M. S. Psychological and pedagogical support of professional training of university students//Problems of modern pedagogical education. 2018. №59-4. [electronic resource] Access mode: <https://cyberleninka.ru/article/n/psihologo-pedagogicheskoe-soprovozhdenie-professionalnoy-podgotovki-studentov-vuza> (accessed: 03/22/2023).
5. About the approval of the Rules of psychological and pedagogical support in educational organizations [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/V2200026513> (accessed: 03/22/2023)
6. The Law of the Republic of Kazakhstan On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on inclusive education [electronic resource] Access mode: https://online.zakon.kz/Document/?doc_id=39579626&show_di=1&pos=1;-16#pos=1;-16 (accessed: 03/22/2023)

1.2. Psychological and pedagogical support of students with special educational needs in an inclusive educational environment of the university

Aim: to reveal the peculiarities of the organization of psychological and pedagogical support of people with special educational needs in an inclusive educational environment of the university

Plan:

1. Features of psychological and pedagogical support of students with SEN in an inclusive educational environment of the university
2. Types of support for students with SEN in the conditions of university education
3. The main directions of psychological and pedagogical support of students with SEN in the process of studying at the university
4. Characteristics of the stages of psychological and pedagogical support of students with SEN in the process of studying at the university

Keywords: people with special educational needs (SEN), psychological and pedagogical support of persons with special educational needs; inclusive educational environment of the university.

Features of psychological and pedagogical support of students with SEN in an inclusive educational environment of the university

Psychological and pedagogical support in an inclusive educational environment is an integral system, in the course of which socio-psychological and pedagogical conditions are created for the successful development and training of each student in the learning process. The main condition for the psychological and pedagogical support of students with SEN is the provision of continuous psychological and pedagogical support of students with SEN in an inclusive educational space.

Inclusive education is an organization of the learning process in which all students, regardless of physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics, study together with their peers in educational organizations that take into account their educational needs and provide them with the necessary support.

Inclusive university education is an approach to education based on the ideology of equal access to educational opportunities for all students, regardless of their race, gender, age, nationality, culture, social status, abilities and health limitations. This approach is focused on creating a favorable educational environment where every student feels comfortable and confident, where teachers and lecturers take into account the individual characteristics and needs of each student and offer a specialized approach to his learning. Inclusive education includes the use of various methods and technologies, as well as the participation in the educational process of all university participants who can contribute to the success of students.

Inclusive education involves the creation of a system of social, psychological, pedagogical and rehabilitation support for the process of obtaining professional education.

The content of higher inclusive education according to educational programs and the conditions for organizing the training of students with SEN are determined by adapted educational programs, and for disabled people rehabilitation programs taking into account the psychophysiological development, individual capabilities and health status of such students.

According to the researchers, *pedagogical support of the educational process of students with SEN* is a complex, cyclical, direct and indirect impact of a competent lecturer and the educational environment on students with SEN in the conditions of the educational process of the university in order to form a versatile personality of the student, their support and assistance in educational achievements, development and conscious preservation of their psychosomatic health.

Psychological and pedagogical support is aimed at providing psychological and pedagogical assistance in the successful professional training of university students in new social conditions, creating an atmosphere of security and trust in the «lecturer- student» system.

The main aim of psychological and pedagogical support of students with SEN is to create an optimal environment at the university that provides assistance in the development of a person with SEN, assimilation of general cultural and professional competences by him as a pre-service specialist, assistance in adapting this category of students to the educational process during their studies at the university, taking into account the peculiarities in development.

In the conditions of higher professional education, psychological and pedagogical support for the formation of professional self-determination of students with SEN should be aimed at the implementation of the following *tasks*:

1. Organization of comprehensive diagnostics of the level of development of students with SEN in order to identify the special educational needs of students due to deficiencies in their physical and mental development.
2. Realization of interests and personal development of students with SEN, as well as their integration, socialization and rehabilitation in the conditions of university education.
3. Creating optimal conditions that increase the accessibility of students with SEN to receive high-quality professional education.
4. Formation of an effective system of adaptation, maintenance and support of students with SEN.
5. Tracking the dynamics of the development of professional interests and motivation for choosing a profession by pre-service specialists.

6. Development and implementation of adaptive educational programs.

7. Development and implementation of career guidance programs.

8. Preparation of students for further professional activity in the chosen profession.

9. Organization of advisory, educational, correctional work.

Psychological and pedagogical conditions:

1. Creating an emotionally favorable microclimate in the student team.

2. Assistance in the adaptation of students with SEN at the university.

3. Motivating students to develop their own activity.

4. Identification of difficulties that negatively affect the development, training, communication of students with the SEN.

5. Monitoring of frequently occurring difficulties for students with SEN in the learning process.

6. The study of personal characteristics and capabilities of students.

7. Prevention of problems in the adaptation, training and development of students with SEN.

8. Assistance in drawing up an individual curriculum for students with SEN, determining the content, effective teaching methods.

9. Observation of the dynamics of individual development of a student with SEN and the development of an adapted educational program.

Psychological and pedagogical maintenance of inclusive higher education is based on the following ***principles:***

1. *The principle of humanism*, which assumes the appeal of the educational process to the needs of the student, the creation of psychological favorable conditions for his learning and development.

2. *The principle of an individual approach*, taking into account the specifics of violations, personal characteristics and potential capabilities of students. Application of personality-oriented methods of interaction taking into account special educational needs.

3. *The principle of continuity and consistency* of maintenance. It involves the organization of psychological and pedagogical support throughout the entire period of the student's education, relying on innovative pedagogical technologies and the interrelation of the main components of support.

4. *The principle of compliance* with educational and professional inclinations is aimed at identifying cognitive interests, professional orientation and, taking them into account, building educational and extracurricular activities of a student with a SEN.

5. *The principle of prevention*, which consists in preventing the occurrence of problematic situations in the process of studying at a university.

6. *The principle of adaptability* provides for the optimization of the period of adaptation of a student with SEN to the university environment;

7. *The principle of integrativity* ensures the formation of a tolerant «barrier-free» educational space.

Types of accompaniment of students with SEN in the conditions of university education.

Psychological and pedagogical support is an essential component of the system of professional and higher education of people with SEN, which is designed to ensure their integration into the educational and professional environment and obtaining professional or higher education, as well as assistance in adapting to the environment: from pre-university training to the workforce.

Psychological and pedagogical accompaniment is one of the key aspects of providing quality education for students with special needs.

The purpose of psychological and pedagogical accompaniment in the system of university training of specialists is to create an inclusive educational environment for the development of the personality of students with SEN and their successful education in university conditions.

In the course of psychological and pedagogical accompaniment in an inclusive educational environment, the following *tasks* are solved:

1). Tracking the psychological and pedagogical status of a student with SEN and the dynamics of his psychological development in the process of studying at a university;

2). Formation of the ability of students with special educational needs to self-cognition, self-development and self-determination;

3). Creation of special socio-psychological conditions for providing assistance to persons with disabilities who have problems in psychological development, training.

In the conditions of university education, the following types of accompaniment for students with SEN are distinguished (Table 1.):

Table 1.

Types of psychological and pedagogical accompaniment of students with SEN

N	Types	Accompaniment content
1	<i>Pedagogical accompaniment of the learning process</i>	it involves the optimization of teaching educational material to students with disabilities in the most acceptable form for them, the introduction of modern pedagogical teaching technologies, the provision of teaching materials
2	<i>Psychological accompaniment</i>	it is aimed at clarifying the psychological characteristics of each person with disabilities, strengthening and preserving his psychological health, providing him with the necessary assistance in adapting to the integrated educational environment of the university, promoting personal development
3	<i>Technical support</i>	it allows ensuring the principle of accessibility to high-quality higher education to all disabled people, regardless of the severity of the disease. At all stages of technical support at the university, individual (tutor) support of disabled people is provided in order to help in solving individual problems of mastering academic disciplines.
4	<i>Medical and rehabilitation support</i>	maintaining, preserving and restoring the physical health of disabled students at the university. Emergency medical care, advisory-preventive and rehabilitation-restorative support.

Table continuation

5	<i>Social support</i>	the educational process at the university includes activities aimed at ensuring the socialization of disabled people, in particular, their social, household, socio-cultural and socio-labor adaptation.
6	<i>Physical culture and sports support</i>	It is intended to encourage them to actively engage in physical culture and individual sports, participate in competitions of different levels in the Paralympic movement, strengthen motivation for a healthy lifestyle, improve the psychophysical state of students and increase their intellectual performance.

The main directions of psychological and pedagogical accompaniment of students with SEN in the process of studying at the university.

Psychological and pedagogical accompaniment should cover all subjects of the integral pedagogical process of the university: students, lecturers, all employees of the university. In this regard, it can be considered as one of the functions of the university's structural unit, providing conditions for the preservation and strengthening of the health of all subjects of the educational process, the development of a health culture based on effective psychological, pedagogical and medical support of the educational and developmental inclusive process.

Organizational and pedagogical measures aimed at the formation of professional self-determination of students with SEN in an inclusive educational environment of the university:

- creation of adaptation programs (according to nosologies, taking into account the psychological characteristics of disabled people);
- conducting socio-psychological training programs for the development of communicative, assertive, creative skills and abilities;
- teaching disabled students self-regulation techniques;
- providing psychological assistance in the form of individual and group consultations;
- creation of psychological advisory points on the specifics of teaching disabled students in integrated groups;

- pedagogical support of the educational process of students with disabilities, depending on nosologies, for example, supporting lecture notes for students with hearing pathologies, audio recordings of lectures for students with visual pathologies;

- conducting comprehensive psychodiagnostic studies of disabled students in the process of studying at a university in order to study the dynamics of personal changes.

In an inclusive educational environment, the university can provide students with special educational needs with the following assistance:

1. Development of individual educational plans for each student, taking into account their specific needs.

2. Provision of specialized services: provision of various support programs for students with special needs, including teaching English, computer science, grammar and mathematics, etc.

3. Adaptation of educational materials and teaching methods, including the use of innovative educational technologies that facilitate the availability of educational information.

4. Ensuring accessibility of the campus and buildings for students with physical disabilities, including the installation of special equipment.

5. Conducting trainings and events aimed at raising awareness of students and university staff in the field of inclusive education.

6. Establishing partnerships with organizations that can provide additional support to students with special needs.

When organizing psychological and pedagogical accompaniment at the university, two types of programs are used: *individually oriented and system-oriented*. Individual-oriented support is aimed at solving the problems of a particular person, system-oriented support is designed to prevent the occurrence or solution of problems characteristic of a large group of people.

According to the research results, disabled students need both individually-oriented and system-oriented support. Individually-oriented programs will help first-year students adapt to new learning conditions, providing assistance and support in accepting these conditions, correcting professional self-determination.

System-oriented programs in the mode of psychological and pedagogical support assist in the formation of motivation and value-semantic attitude to the chosen profession and specialty, in the formation of professionally significant qualities, the development of necessary competences. Also, this type of programs is aimed at forming readiness for conscious, independent planning, adjustment and implementation of professional development plans, readiness to make decisions about employment and career growth, formation of skills of behavior in the labor market.

Characteristics of the stages of psychological and pedagogical accompaniment of students with SEN in the process of studying at the university

Psychological and pedagogical support of students with special educational needs includes several stages:

1). *Needs assessment* – at this stage, an analysis of the student's condition with SEN is carried out and his needs are determined using various psychological and pedagogical assessment methods, which may include individual interviews, testing, observation, etc.

2). *Development of an individual plan* - after needs assessment, an individual support plan for students with SEN is developed, which includes specific goals and actions to achieve the set goals. An individual support plan should take into account the specific educational needs of students with SEN. The plan includes information about the availability of premises, the availability of special equipment and technical means for training, as well as accompanying specialists

3). *Assistance* – at this stage, students are provided with specific assistance, such as assistance in the development and implementation of individual training programs, assessment of the complexity of tasks and materials for working out, conducting regular classes and subsequent evaluation of learning outcomes. Methods of testing knowledge, motivation of educational and cognitive activity and the formation of general academic skills, etc. are also used. It is necessary to create conditions for successful learning, including the availability of materials, adapted textbooks, additional time for exams and tests, etc.

4). *Assessment of achievements* – upon completion of the maintenance process, an assessment of achievements is carried out to determine whether the set goals have been achieved. If adjustments are needed, pedagogues and psychologists are working on making the necessary changes to the individual plan. A great help can be provided by the development of an individual educational route within the framework of a level-based educational system, which allows students with SEN to reveal their personal potential in the process of performing appropriate types of educational activities.



Figure 1. Stages of psychological and pedagogical accompaniment of students with SEN

In conducting psychological and pedagogical accompaniment for students with special needs, it is important to follow *an individual approach*. It is necessary to take into account the individual characteristics of each student, which include the features of the visual, auditory or motor apparatus, as well as the features of behavior, attention, memory, etc.

Depending on the individual needs and capabilities of each student with SEN, the following forms and methods of psychological and pedagogical support are used.

Table 2.

**Forms of psychological and pedagogical accompaniment
of students with SEN**

№	Forms of work	Content
1	<i>Individual consultations and classes</i>	it involves individual work with a student with SEN, the development of an individual training program and its adaptation to the needs of each student
2	<i>Group classes</i>	contribute to the development of social, communication skills and increase self-confidence. Group classes can be organized in the form of trainings, games, discussions, etc.
3	<i>Distance learning</i>	the use of various information educational technologies and software for teaching students who have difficulties in attending university.
4	<i>Use of technologies and software</i>	programs for reading texts, assistant programs for writing essays or working with materials in audio or video format.
5	<i>Psychological and medical assistance of specialists</i>	providing additional medical support and recommendations for improving the organism
6	<i>Interaction with parents and family</i>	contributes to the development of a more effective program and the creation of conditions for the organization of the learning process of students with SEN

The following *methods* can be used to evaluate the effectiveness of psychological and pedagogical work with students with SEN:

1. *Observation*: for students with SEN in the process of classroom and extracurricular activities, their interaction with lecturers and peers, identification of their problems they face.

2. *Assessment of academic achievements*: assessment of the results of exams, tests, assignments and other forms of knowledge control can help to assess how successfully students with SEN have mastered the educational material.

3. *Interview*: An interview with students with SEN can help identify their individual needs and problems, as well as assess how effective the methods and approaches used in working with them are.

4. *Questionnaire*: the survey of students with SEN can help to identify their level of satisfaction with the learning conditions, the quality of the educational process and the level of support and assistance from the teaching staff.

5. *Comparative analysis*: A comparative analysis of the learning outcomes and social adaptation of students with SEN with the results of other students can help assess the effectiveness of psychological and pedagogical work with students with SEN.

In the conditions of inclusive education at the university, the ***technologies of psychological and pedagogical maintenance*** for the professional development of disabled students are constructed as follows:

- analysis of the aims, objectives and functions of productive performance of a specific professional activity, taking into account the prospects for the professional development of a disabled student;

- development of a prospectus of a professionogram and preparation of predictive models of activity and models of a specialist's personality;

- selection of diagnostic tools for professionalization of students with disabilities;

- selection and design of psychotechnologies for the development of professional and psychological potential of students with disabilities, necessary for the effective performance of work;

- organization of psychological assistance in overcoming objective and subjective difficulties, solving complex conflict situations, establishing emotionally prosperous relationships, overcoming blockers of professional activity, etc.;

- organization of a supportive, friendly environment through the coordination of joint efforts of the administration, psychological service, lecturers, teaching staff of the educational organization;

- preparation of reasoned proposals for the professional development of a student with an SEN.

Thus, the technology of psychological and pedagogical support of a student with SEN as a pre-service specialist is aimed at helping a person to realize himself as a result of developing an individual style of activity, to ensure satisfaction with educational and professional activities, to help professionally self-actualize.

Effective pedagogical conditions for psychological and pedagogical support of students with SEN:

- creation of conditions for self-realization of students with SEN, assistance to students in self-development, in solving life problems, individual problems related to physical and mental health.

- creation of conditions for professional, socio-cultural and psychological adaptation of students.

- the main condition for successful professional self-determination of students with SEN is their social adaptation at each stage of professional training.

- provision of diagnostic, correctional and rehabilitative psychological and social accompaniment for students.

An important condition in the implementation of psychological and pedagogical support of students with SEN in the conditions of inclusion is a system of continuous influence, a variety of forms, techniques, methods of work in this direction. If the principles of inclusive education are observed in the process of psychological and pedagogical support, it is possible to significantly improve the psychophysiological state and quality of life of students with SEN.

The analysis of foreign experience of pedagogical accompaniment of people with SEN has shown that *the result of the organization of the necessary conditions* for each student is:

- achieving his own image (personal, professional, etc.);
- determining his own individual route in education;
- development of creative, reflective abilities, intellectual activity, ability to self-education; taking responsibility for their own future;
- increasing the level of educational motivation;
- acquisition of personal and professional development experience;
- readiness of students with SEN to successfully adapt to the inclusive educational environment of the university.

Questions for self-control:

1. Justify the features of psychological and pedagogical accompaniment of students with SEN in an inclusive educational environment of the university.
2. Describe the types of accompaniment for students with SEN in the conditions of university education.
3. Reveal the content of the main directions of psychological and pedagogical accompaniment of students with SEN in the process of studying at the university.
4. Describe the stages of psychological and pedagogical accompaniment of students with SEN in the process of studying at the university.

Assignment for independent work of students

1. Develop a «Model of psychological and pedagogical support for students with SEN in an inclusive educational environment of the university» (including the following components: aim, objectives, content, forms and methods, technologies, pedagogical conditions, result)

References

1. Stepanova N.A. Model of psychological and pedagogical support of disabled students during their adaptation to university education [electronic resource] Access mode: <https://psy.su/feed/10593/> (accessed: 03/22/2023)
2. About the approval of the Rules of psychological and pedagogical accompaniment in educational organizations [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/V2200026513> (accessed: 03/22/2023)
3. On the ratification of the Convention on the Rights of People with Disabilities [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/Z1500000288> (accessed: 03/22/2023)
4. Ratification of the Convention against Discrimination in Education [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/Z1600000449> (accessed: 03/22/2023)
5. On the approval of the National Plan to ensure the rights and improve the quality of life of people with disabilities in the Republic of Kazakhstan until 2025 [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/P1900000326> (accessed: 03/22/2023)

6. The Law of the Republic of Kazakhstan On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on inclusive education [electronic resource] Access mode: https://online.zakon.kz/Document/?doc_id=39579626&show_di=1&pos=1;-16#pos=1;-16 (accessed: 03/22/2023)
7. Lapshova A.V., Vaganova O.I., Maleeva M. S. Psychological and pedagogical support of professional training of university students//Problems of modern pedagogical education. 2018. №59-4. [electronic resource] Access mode: <https://cyberleninka.ru/article/n/psihologo-pedagogicheskoe-soprovozhdenie-professionalnoy-podgotovki-studentov-vuza> (accessed: 03/22/2023).
8. Romanovich N.A. Psychological and pedagogical support of disabled students at the stage of training in an educational organization of higher education //Socio-pedagogical support of disabled people: theory and practice- collection of articles. -Simferopol, 2020

1.3. Professional self-determination as a factor of social adaptation of students with special educational needs at the university

Aim: to reveal the approaches of social adaptation of students with SEN in the conditions of inclusive education

Plan:

1. The essence of social adaptation of students with SEN at the university
2. The main aspects of social adaptation of students with SEN at the university
3. Psychological and pedagogical accompaniment of students with SEN during their adaptation at the university

Keywords: social adaptation, inclusive education, support, aspects of adaptation.

1. The essence of social adaptation of students with SEN at the university

In current-day conditions in higher educational institutions, the «social model», in other words, the model of inclusive education, is based on the fact that the cause of disability is not in the disease itself, but in the physical and organizational stereotypes and barriers existing

in society. Therefore, in the context of inclusive education, the main goal of higher education is to include students with SEN in the socio-educational environment of a higher educational institution and to organize special conditions for the formation of social competence in it [1].

The quality of the adaptation process is associated with a number of subjective characteristics of students with special educational needs, as well as with objective conditions for the organization of psychological and pedagogical support of this process.

The following conditions are necessary for the successful social adaptation of students to study at a university:

- primarily, to actively involve students in the social life of the group, department, faculty and university;

- second, to form a positive motivation for them to learn, as well as an active communicative relationship between teachers and students;

- third, to form the skills of educational activity, for example: the higher the level of their formation, the more significant are the prerequisites for overcoming their adaptive difficulties, achieving positive results in the pedagogical process;

- fourth, to create a motivational direction for the formation of knowledge, skills and abilities of teaching activities of teachers and students;

- fifth, to ensure a friendly attitude to the personality of students, taking into account their individuality. To stimulate their self-expression and ensure the interrelationship of learning, development and self-development, education, as well as self-education in the pedagogical process.

In the content of the work on psychological and pedagogical accompaniment of students with SEN, an important stage is adaptation to university education. At this stage, it is necessary to identify the special educational needs of students with SEN, create the necessary special learning conditions, and form an optimal socio-psychological climate in the student group. During the period of study at the university, special attention should be paid to students with SEN who have high risk indicators for the development of personal destructive

characteristics due to negative factors of somatic state, changes in self-esteem, «I-concept» and self-realization.

In order to adapt students with SEN to a new environment, it is necessary first of all to activate them in educational, cognitive activities, to carry out activities aimed at the process of their social adaptation in the conditions of university education.

2. The main aspects of social adaptation of students with SEN at the university

There are various approaches to solving the problems of successful adaptation of students with SEN to the holistic pedagogical process at the university. Taking into account the diversity of the proposed pedagogical conditions for the adaptation of students to the educational process, four aspects can be distinguished: physiological, didactic, socio-pedagogical and professional.

Table 1.

Aspects of social adaptation of students with SEN in university conditions

№	Title	Content
1	The physiological aspect	Changing an established dynamic stereotype, forming a new system of conditioned reflex connections, adapting to an environment in which there are new barriers for students with various types of diseases.
2	Didactic aspect	Gradual introduction into the sphere of the education system. The use of different techniques and technologies.
3	Socio-pedagogical aspect	The difficulty of assimilation of new norms, the establishment and maintenance of students of a certain social status in a new team, which is also just being formed.
4	Professional aspect	It is aimed at forming general ideas about the nature of the requirements that the future profession puts forward for the personality and the readiness of students to successfully master their chosen professional activity.

In order to effectively socially adapt students with special educational needs to a holistic pedagogical process at a university, it is necessary:

- to involve students with SEN in active student life;
- expand their social contacts and integration into the team of peers;
- create and operate student social services;
- adaptation of educational and training programs to the education of this category of students;
- support for students with special needs: socio-pedagogical, psychological.

In the scientific literature, two main types of self-determination are considered, which are closely related to each other and have a common basis for professional self-development throughout a person's life: professional and personal. Professional self-determination depends more on external conditions, while personal self-determination depends on the person himself. Often it is difficult conditions or difficult circumstances that allow someone to express themselves in a real way, to find meaning already in the very process of self-determination, and then in the process of professional activity throughout their working life [3]. Klimov E.A. a model of professional choice is proposed, consisting of three main components: «want» - «can» - «must», which, with adequate self-assessment and a formed professional choice, should coincide [4].

The concept of professional orientation clearly shows a psychological orientation based on motives and needs, on the value-semantic sphere of the individual (V.D. Shadrikov, S.N. Chistyakova, N.S. Pryazhnikov, E.Yu. Pryazhnikova, N.F. Rodichev and others). These provisions are especially relevant for social health and understanding of the leading role of their own internal forces by disabled people in building professional strategies. Self-determination, social adaptation and professional orientation of disabled people are primary and are the main condition for them to receive professional training. The process of personal and professional self-determination of students with disabilities should be maximally integrated with professional training: educational programs, rehabilitation programs,

career guidance and employment are implemented in a complex and are aimed at achieving a set of results of professional education [5].

Let us consider the features of professional and personal self-determination of disabled people at each stage of inclusive professional education. At the stage of preparation for entering a higher educational institution, applicants with disabilities are assisted in understanding their capabilities, an internal readiness is formed to make a decision on choosing the direction of professional training, taking into account health limitations. Of particular importance is the provision of moral and emotional support, stimulation of the internal psychological potential of the personality of each student [6].

3. Psychological and pedagogical accompaniment for students with SEN during their adaptation at the university

The main goals of psychological and pedagogical accompaniment for students with SEN is to create conditions for successful adaptation to the factors of training in an educational institution and increase the effectiveness of professional training, maintain a stable motivation to master the chosen profession and develop professionally important personality traits of future specialists through the provision of appropriate psychological assistance. The need to improve the activities of the teaching staff is due to the currently observed pronounced imbalance between educational loads and the capabilities of the functional reserves of the body of students, as a result of which the development of maladjustment disorders is very likely, manifested by a decrease in motivation for learning and further activity as a specialist in the chosen profession, a violation of interpersonal interaction, numerous complaints on the state of health and tolerance of educational loads [6].

Psychological assistance to students with SEN is needed, first of all, to overcome stress before the session, join a new team, unite the study group and solve personal problems [7]. At the same time, difficulties arise not only at the initial stage of education (the first two semesters): when students with SEN (especially in the first year) actively adapt to the characteristics and new requirements of educational activities at the university, living conditions, new interpersonal relationships with fellow students, senior students,

teachers, a new regime of work and rest, etc.); but may take place at subsequent stages of study at the university. At the final stage of education at the university, especially after passing the industrial, scientific and qualifying practices, it becomes relevant to compare the desired and achieved level of professional knowledge, skills, and independent determination of the further professional path.

Often the results of such reflective analysis also lead to seeking psychological help [8]. The system of measures for the psychological and pedagogical accompaniment of students with SEN should include not only the assessment and consideration of the adaptive capabilities of the individual and the provision of psychological assistance to students during certain periods of their education in an educational institution, but also the formation of professionally important qualities necessary for a specialist in further activities.

To work effectively with students with special needs, the faculty of the university and curators-advisers need to implement the following activities: to carry out preventive work to prevent educational stress; to prevent the development of educational stress; the main method of prevention is used when adapting to education in higher education; the main role is played by curators-advisers, as they constantly communicate with students and they also reveal the state of tension, help to overcome it. Even the simplest conversation with students, including students with special needs, helps to solve problems that occur during training;

- if students do not adapt well to the pedagogical process at the university, if the requirements of the teaching staff seem unattainable to them, then additional work needs to be done;

- It is necessary to maintain contact with parents;

- when living in a student house, the curator-advisor must also find out with whom they live and whether there are any problems that interfere with their studies;

- if the student lives individually, then the matter is somewhat more complicated, so constant contact is needed with him;

- a lot of problems arise especially in the first year (if you are homesick from another city): find friends; mutual relations with classmates, teachers, management; adaptation to the environment, to the city, etc.;

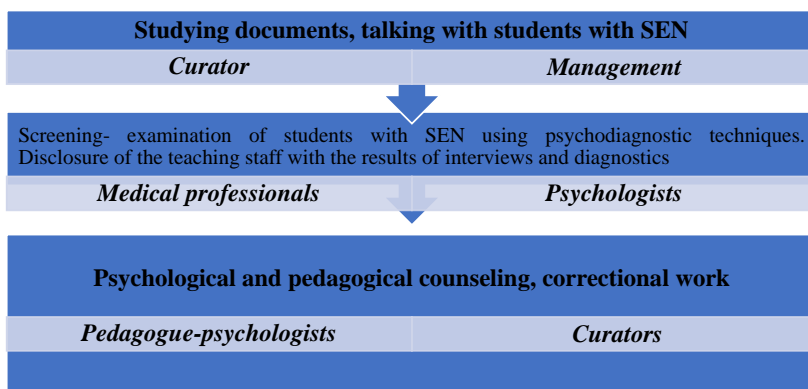
- many do not express their emotions outwardly, they do not know how to manage their emotions, they get stress from this, therefore it is necessary to teach them and develop the so-called «anti-stress immunity».

The increase of students with SEN and disabilities enrolled in universities indicates that for many of them getting a higher professional education is the goal and means for restoring the resources of physical, including social, and mental health. Social health as a general state and a person's ability to contact the surrounding reality, the social environment, is considered as the leading component of the individual health of people, who are ready for life, professional self-determination. For persons with SEN, this process is associated with many obstacles, which can be overcome with the use of primarily medical and social, psychological and pedagogical measures.

The structural diagram of measures for the psychological and pedagogical accompaniment of students with SEN at the university is presented in the following table:

Table 2.

Measures of psychological and pedagogical accompaniment for students with SEN at the university



The content of the main work on the psychological and pedagogical accompaniment of students with SEN in the process of adaptation to the conditions of the educational process at the university includes:

- analysis of the results of socio-psychological, pedagogical study and psychodiagnostic examination of students enrolled in various educational programs and identification of people with signs of maladjustment disorders or requiring psychological assistance at the initial stage of study at a university;

- familiarization of the teaching staff with the results of the individual psychological characteristics of students and taking these data into account in the course of work aimed at improving the progress of students, forming in them professionally important qualities necessary for a particular profession and a certain motivation for further professional activity;

- study of the socio-psychological and psycho-physiological state of students, carried out in the process of dynamic observation with the aim of early identification of people who have difficulties in adapting to the conditions of study in an educational institution, including universities;

- carrying out psycho-corrective measures with students with SEN, who experience maladjustment difficulties in the learning process, as well as providing psychological assistance to students with life problems. The most important part of the psychological support of students with SEN in the conditions of university education is the formation of professionally important qualities through a set of training sessions in the course of a holistic pedagogical process. First of all, they should be aimed at teaching students with SEN the skills of self-regulation of the psycho-emotional and functional state of the body, developing the necessary communicative qualities and skills of interpersonal interaction, as well as the formation of value orientations that determine the success of professional activity. It is necessary to involve teaching staff of graduating departments, as well as other departments of the faculty, in the activities of psychological and pedagogical support.

Assignment for independent work of students

1. Determine the main conditions for successful social adaptation of students

2. Identify aspects of social adaptation of students with SEN to the educational process

3. Analyze the features of the adaptation of students with special needs to the educational process

4. Give recommendations on creating conditions for social adaptation of students with special needs to the educational process at the university.

Tasks for independent work of students

1. Develop guidelines for the successful social adaptation of students with SEN.

2. Write an essay on the topic «Social adaptation of students with SEN in a university education.»

References

1. Makedonskaya O.A., Semeykina K.S. Formation of social competency among students with disabilities in the conditions of higher education // Collection of articles of the Russian-Chinese international conference on higher specialized education July 15-16, 2017. Suyhas University, Suyhya, China. -P. 3-18
2. Pryazhnikov E.Yu. The problem of professional orientation of disabled people//My landmark. Information and reference resource of the Ministry of Education of the Moscow Region. [Electronic resource]. Access mode: <http://my-orientation.rf/publications/problema-professionalnoy-orientatsii/> (accessed 03.03.2018)
3. Pryazhnikov N.S. Professional self-determination: theory and practice: tutorial for university stud. /N.S. Pryazhnikov. M.: Publishing Center «Academy», 2008. 320 p.
4. Klimov E.A. Psychology of professional self-determination tutorial for university stud. - M.: Academy, 2004.- 304 p.
5. Starobina E.M., Gordievskaya E.O., Kuzmina I.E. Vocational orientation of disabled people / E.M. Starobina, E.O. Gordievskaya, I.E. Kuzmina. Forum: INFRA. M., 2013.- 352 p.
6. Chistyakova S.N., Rodichev N.F. Changing the problem field of supporting students' professional self-determination // Continuity of education and professional career of students: yesterday, today, tomorrow: Scientific and practical conference with international participation / Collection of materials. Moscow: Ekon-Inform Publishing House.- 2017. P. 3–9.

1.4. Psychological and physiological characteristics of the personality of students with special educational needs

Aim: To reveal the psychological and physiological characteristics of the personality of students with SEN through an analysis of the nature of their disorders and their impact on socio-psychological development.

Plan:

1. Factors that hinder the adaptation of students with disabilities to the educational environment
2. Classifications of types of psychophysiological disorders
3. Psychological characteristics of students with SEN
4. Psychological and physiological characteristics of students with SEN in different nosological groups

Keywords: students with mental disabilities, psychological and physiological characteristics, nosological groups, a complex of mental syndromes, social inferiority, self-efficacy.

1. Factors that hinder the adaptation of students with disabilities to the educational environment

According to 2022 data in Kazakhstan, there are more than 175,000 disabled children aged 0 to 18 who need special conditions. Among them, 140 thousand children are covered by education and upbringing. If at the time of data collection, there were 2,100 people studying in colleges, then 18,327 children were studying at home. This age category includes only 12-13% of the total number of people with SEN. More than half of people with SEN are of working age. According to the World Health Organization, human health depends on the healthcare system by only 10% and 50% - on the lifestyle that is formed under the influence of the human environment, the right to choose, the quality of life, and the availability of health promotion opportunities. The level of education, the formation of favorable socio-psychological conditions, and the available opportunities to improve health and the quality of life are powerful predictors of the nation's recovery and the formation of a healthy generation of young people.

A disability is a broad term that describes various types of physical and mental disabilities that can limit students' ability to study and daily life. Some of the psycho-physiological features that may be observed in students with SEN include (Martin, A.J., Newton, K., & Sperling, R. (2020) *Educational psychology and students with special needs*. In A.J. Martin., R. Sperling., & K. Newton (Eds). *Handbook of educational psychology and students with special needs* (pp. 1-14)):

- Physical barriers. Students with SEN may have problems with motor skills, coordination, balance, and many other physical aspects that can make learning and daily tasks difficult.

- Sensory problems. Some students with SEN may have problems with hearing, seeing, smelling, touching, and other sensory perceptions that can make learning and daily life difficult.

- Cognitive problems. Students with SEN may have problems with comprehension, perception, information processing, memory retention, and many other cognitive functions that can make learning difficult.

The modern educational environment must meet all the requirements of the diversity of needs of students with SEN. Personal self-realization and a full-fledged social life of such students are directly related to the conditions that are created for them in the form of social and psychological support, living conditions, and the quality of education. Some students with SEN may have problems communicating, socializing, and interacting with peers, teachers, and other people. These problems can be caused by difficulties in the behavior of such students: hyperactivity, aggressive behavior, inadequate reactions to stress, and others. In this regard, students with SEN may require additional support and assistance in their studies and daily life, such as adaptive technologies, personalized learning, and others.

There are several main psycho-physiological features of students with special educational needs (SEN).

The first feature that can be identified is the low level of concentration. Students with SEN often have difficulty sustaining attention for long periods of time, especially if they have Attention

Deficit Hyperactivity Disorder (ADHD). They can quickly get tired and lose interest in the learning process. This is due to an imbalance in the functioning of the nervous system, as well as rapid and shallow breathing, which can lead to disturbances in the supply of oxygen to the body and a decrease in concentration. It is important to help students understand the importance of proper breathing and develop appropriate exercises to improve the functioning of the respiratory system.

The second feature is low self-esteem and self-confidence. Students with SEN may experience a sense of insufficiency or lack of confidence in their abilities, especially if they encounter learning difficulties. It is important to remember that such students need additional support and motivation.

The third feature is an increased level of anxiety and stress. Students with SEN may experience frequent feelings of anxiety and stress due to difficulties in learning and social adaptation, which may be caused by changes in the functioning of the hypothalamic-pituitary-adrenal system. It is important to create a favorable educational environment for such students in order to reduce anxiety and stress.

The fourth feature is violations in the field of motor skills and coordination. Students with SEN may have problems with motor skills and coordination, especially if they have developmental disabilities. Students with SEN may experience elevated blood pressure and abnormal heart rhythms, which can lead to fatigue, headaches, and confusion during the learning process. It is important to consider these features when organizing the educational process and creating a favorable environment for learning.

The fifth feature is increased sensitivity to visual and sound stimuli. Some students with SEN may have increased sensitivity to visual and auditory stimuli, which can make it difficult to concentrate and study.

All these factors significantly complicate the adaptation of students with disabilities to the educational environment and lead to the development of social insufficiency in them. Social insufficiency involves difficulties in self-care; limitation of physical

independence; limiting the ability to engage in activities that are age appropriate; limited economic freedom, the difficulty of a full-fledged professional activity, the difficulty of integrating into society. Such students may experience difficulties in educational and communicative activities.

According to research, impairment at the physiological level is primary, and impairment at the psychological, social, and socio-psychological levels are secondary and may be reversible. It is an environmentally organized educational environment that can ensure the successful socialization of young people with special educational needs.

2. Classifications of types of psychophysiological disorders

Pathology at the physiological level entails violations of mental development.

According to the classification of mental development disorders by V.V. Lebedinsky (Lebedinsky V.V. Disorders of mental development in childhood. – M.: Academy, 2003), based on the qualitative features of mental development disorders: developmental delay; pronounced disproportionality (asynchrony) of development; isolated damage, loss of individual functions, there are the following types of disorders, see fig. 1.

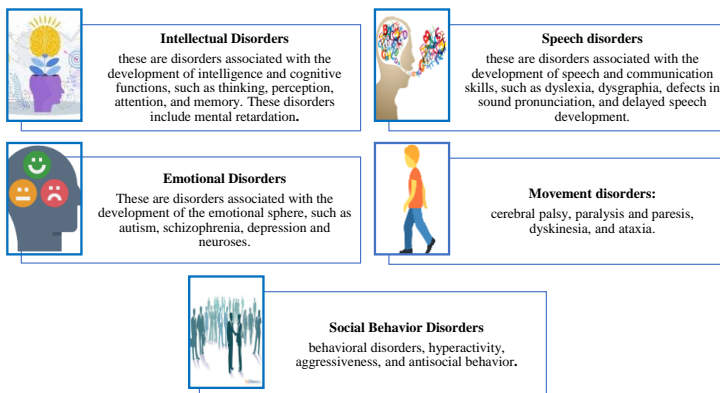


Figure 1. Types of disorders

It is important to note that these types of disorders can interact with each other and often appear in various combinations. Accordingly, each student with disabilities has his own individual range of psycho-physiological and socio-psychological characteristics.

Scientist Viktor Vasilyevich Lebedinsky considers the following typological criteria to be the basis of the above classification (Lebedinsky V.V. Disorders of mental development in childhood. - M.: Academy, 2003):

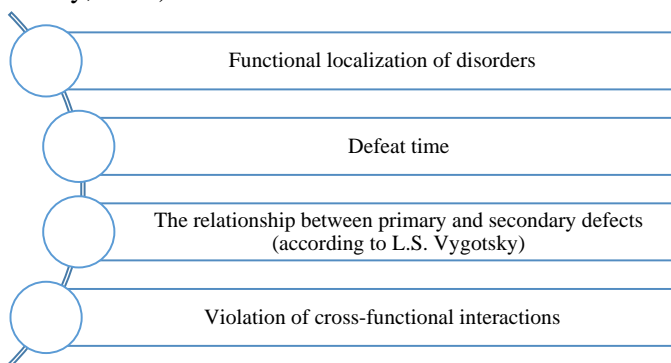


Figure 2. Types of mental development disorders in childhood

1. Functional localization of disorders. It describes what specific functions of the psyche are impaired as a result of the pathological process:

- Localization in the cerebral cortex. This type of disorder is associated with dysfunction of the cerebral cortex and can lead to various disorders such as speech, muscle coordination, attention and memory disorders.

- Localization in subcortical structures. This type of disorder is associated with dysfunction of subcortical structures such as the basal ganglia, thalamus, and hippocampus and can lead to disorders such as changes in behavior, emotional responses, and dreams.

- Localization in neuronal connections. This type of disorder is associated with dysfunction of neural connections between different

parts of the brain and can lead to various disorders such as dyslexia, dyscalculia, autism, etc.

- Localization in the peripheral nervous system. This type of disorders is associated with dysfunction of the peripheral nervous system and can lead to various disorders, such as visual, hearing, tactile sensitivity, etc.

- Localization in the endocrine system. This type of disorders is associated with dysfunction of the endocrine system and can lead to various disorders, such as a delay in physical and mental development, menstrual disorders, appetite disorders, etc.

2. *Defeat time*. This criterion describes at what period of life a mental developmental disorder occurred:

- Prenatal defeat. Disorders that occurred before the birth of a child may be associated with genetic disorders, environmental impact on the fetus, infectious diseases of the mother, etc. These disorders can lead to various forms of mental retardation, developmental disorders of the nervous system, abnormalities of internal organs, etc.

- Early childhood defeat. Disorders that occurred in early childhood may be associated with various factors, such as insufficient care for the child, a pathological birth or perinatal period, infectious diseases, head injuries, etc. These disorders can lead to mental retardation, delayed speech development, impaired social adaptation, hyperactivity, etc.

- Late childhood lesion. Disorders that occur at an older age can be associated with various factors such as infectious diseases, head injuries, diseases of the nervous system, etc. These disorders can lead to various disorders such as behavioral disorders, emotional disorders, speech disorders, etc.

3. *The relationship between primary and secondary) defect (according to L.S. Vygotsky*. According to the concept of L.S. Vygotsky, a primary defect is an initial developmental disorder, which in the future can lead to the appearance of a secondary defect. A secondary defect is a consequence of a primary defect, which manifests itself in the form of deviations in various areas of mental development.

Depending on the relationship between the primary and secondary defect, mental development disorders can be classified as follows:

- Symptomatic disorders. In this group of disorders, the primary and secondary defects interact with each other, but retain their relative independence. Such disorders manifest themselves as a complex of symptoms associated with individual functions or systems of the body. Examples of such disorders are dyslexia, dyscalculia, dysarthria, etc.

- Defect-compensation. In this group of disorders, the primary defect can be partially or completely compensated by a secondary defect. Such disorders are manifested in the form of the development of substitutive abilities that allow compensating for violations of the functions or systems of the body. Examples of such disorders are aphasia, agnosia, apraxia, etc.

- Defect-restructuring. In this group of disorders, the primary defect leads to a restructuring of the functions or systems of the body, which in turn leads to the emergence of a secondary defect. Such disorders are manifested in the form of changes in the structure of mental processes and functions associated with individual systems of the body. Examples of such disorders are autism, Down syndrome, etc.

4. *Disorder of cross-functional interactions.* This criterion reflects the features of disorders of the interaction between different functional systems, such as perception, thinking, speech, etc. For example, in children with autism there is a disorder of interfunctional interactions, which are manifested in the fact that they do not know how to use their experience to adapt to new situations, cannot understand other people's emotions and do not know how to emotionally respond to people around them. This can also be attributed to the asynchrony of development. For example, in children with dyslexia, developmental asynchrony is observed, when reading and writing skills lag behind age norms, while other cognitive functions may be normal or even exceed them.

And depending on the particular and type of lesions, they are accompanied by a complex of mental symptoms, which cause difficulties in the adaptation and socialization of students with SEN. Knowledge of these psycho-physiological features helps to understand the needs and limitations of such students, which can improve the process of communication with them and help slow the further growth of social disadvantage.

According to the syndromic approach of A.L. Wenger (Semago M.M. Typology of deviant development // School psychologist. - 2005. - No. 23), mental disorders are considered as syndromes that can be explained on the basis of certain neurological and psychological mechanisms. Each syndrome is characterized by a specific set of symptoms that can be used to determine the type of disease. The author identifies the following mental syndromes, see Figure 3.

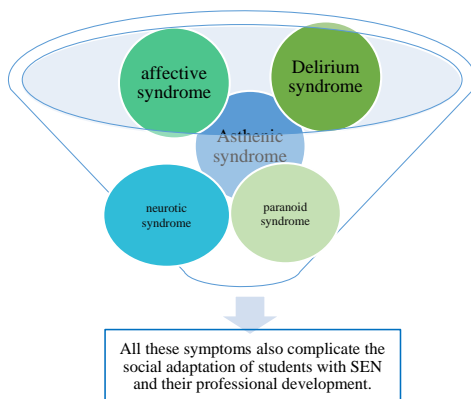


Figure 3. Mental syndromes

1. An affective syndrome is a complex of symptoms characterized by mood and emotional disturbances.

2. Delirium syndrome is a syndrome characterized by the presence of delirium - a state of confusion, hallucinations, delusions and other intellectual disorders.

3. Asthenic syndrome is a syndrome characterized by the presence of general weakness, physical and mental fatigue, and decreased performance.

4. Neurotic syndrome is a complex of symptoms characterized by the presence of various neurotic disorders, such as anxiety, obsessive-compulsive disorders, etc.

5. Paranoid syndrome is a syndrome characterized by the presence of paranoid ideas - fixed and unrealistic beliefs in persecution or conspiracy against him.

All these symptoms also complicate the social adaptation of students with SEN and their professional development. Properly structured training can greatly influence the development of these students and improve their adaptation and communication in society. According to L.S. Vygotsky, at an early age, innate personality characteristics are more often observed in children's behavior. As the child grows, socially acquired traits begin to dominate. A person is born with an immature psyche, and until adolescence, the human psyche continues to develop. This suggests that with proper upbringing and education of children with disabilities, there is every chance to reduce the consequences of psychophysiological disorders and help them integrate into society and build adaptive relationships with other people, master a profession and become a full-fledged member of society. Very often, it is the psychological problems of people with disabilities that block their ability to overcome physical disability and be successful.

3. Psychological characteristics of students with SEN

People with disabilities may experience low self-esteem and self-efficacy due to negative attitudes and stereotypes from others, as well as the difficulties they face in everyday life. Students with SEN may have inconsistent self-esteem that ranges from very low to very high. They may overestimate their abilities due to psychological defense and self-centeredness. These students may also develop phobias, which may be redundant or suggestive and may suffer from communication deficits, leading to fear of being alone and avoiding contact with other people.

Students with SEN may feel an acute shortage of knowledge, skills and abilities necessary for life in society, and be aware of the limitations of their physical abilities and legal rights due to their disability status. This can lead to a state of «learned helplessness» in which they feel they cannot control their lives or influence their destiny. This condition can cause depression, anxiety, and decreased motivation, making it difficult to overcome difficulties in a learning environment. Disabled people with low self-efficacy tend to exaggerate difficulties and often fail to overcome them.

According to A. Bandura, «self-efficacy» reflects a person's conviction in his ability to mobilize his resources to meet the requirements of life situations. However, under conditions of overprotection, this belief may not be formed. The feeling of «learned helplessness» and «self-efficacy» is associated with the concept of locus of control, which is the empirical counterpart of responsibility. Locus of control describes the place where a person believes that there is a source of control over the events of his life. Depending on where a person places their locus of control, one can speak of two types: internal and external locus of control.

People with an internal locus of control believe that they can control the events of their lives and act on those events. They are confident in their abilities, confident in their ability to influence their lives and make decisions. People with an internal locus of control tend to be better at coping with stress and can better adapt to changing situations.

People with an external locus of control, on the contrary, believe that the source of control over their lives is in the external environment, and life events are not under their control. They tend to blame other people, situations or external circumstances for their problems and do not feel responsible for them. People with an external locus of control may experience more stress and feelings of helplessness in difficult situations.

If a child with disabilities was brought up in conditions of overprotection and everything was done for him, he is more likely to form an external locus of control. In this case, a child with disabilities associates his success with luck and good fortune, and failure with external conditions and other people. This can lead to increased levels of stress, anxiety, make it difficult for them to gain experience to develop a sense of «self-efficacy», a person stops striving and trying to overcome difficulties. All these psychological characteristics and problems of persons with disabilities have a negative impact on adaptation and self-realization in society and in the educational environment, which necessitates the use of an individual approach to learning in accordance with various nosological groups.

4. Psychological and physiological characteristics of students with SEN in different nosological groups

Psychological and physiological characteristics of students with hearing impairments.

There are two main types of hearing impairment – hearing loss and deafness. Deafness is the complete absence of hearing or such a degree of its decrease, in which the perception of speech becomes impossible. Absolute deafness is rare. Depending on the state of speech, two groups of deaf children are distinguished: congenial and acquired deaf.

Children who are born deaf or become deaf in early childhood before speech and language training are called «congenial deaf». Such children often cannot speak because they do not have the experience of hearing and perceiving sound information.

Children who become deaf at a later age after beginning speech and language training. This group of children is called «acquired deaf». These children may become deaf as a result of injury, illness, or environmental exposure (eg, long-term exposure to noise). Children in this group, who have already begun to develop speech and language prior to hearing loss, may have more advanced language skills and may be better able to recover their speech and language.

In general, students with hearing impairments are a special category of students. In the educational process, they often have difficulties due to the specifics of their psychophysical development. Even partial hearing loss creates a barrier between a person and society, makes it difficult to acquire knowledge, limits social and labor activity, and leaves an imprint on personal development.

For students with hearing impairments, the following features of personal development are characteristic:

- self-doubt;
- fear of making a mistake
- hypertrophied dependence on parents (relatives);
- inadequate self-esteem (underestimated or overestimated);
- low ability to adapt to new conditions, desire for communication;
- difficulties in differentiating emotional manifestations, leading to a distorted perception of the real situation and, as a result, to conflict

situations (Lyz, N. A., Labyntseva, I. S. Organization of students' activities in higher education: textbook / N. A. Lyz, I. S. Labyntseva; Southern Federal University. - Rostov-on-Don - Taganrog : Publishing House of the Southern Federal University, 2018. - 93 p.).

Psychological and physiological characteristics of students with visual impairments.

Vision plays an important role in orientation in time and space, as well as in any kind of activity, including cognitive. If the functions of the visual analyzer are impaired, this can lead to difficulties in understanding the world, orienting in it and interacting with other people. In world pedagogical practice, blind and visually impaired students are distinguished depending on the degree of visual impairment. Visually impaired students are a heterogeneous group of people with varying degrees of low vision and age of visual impairment. This can affect their sensory system, cognitive processes and their personal development. Among the psychological characteristics of students with visual impairments, one can single out low self-esteem, self-doubt, an underestimated level of claims, anxiety and the presence of social fears. Cognitive processes in such students may be weakened, for example, perception may be slow and inaccurate, and the visual image may be schematic and depleted. They may have underdeveloped properties of attention, such as activity, volume, concentration, switchability and distribution. Such students may have a fairly large amount of information in their memory, but it is important that this information is meaningful to them. Also, such students may have difficulties with the formal assimilation of concepts that do not have a sensory image, and with the fullness of the subject content of abstract knowledge. Some mental operations, such as comparison, classification and generalization, may be formed later in them than in healthy people.

Psychological and physiological characteristics of students with disorders of the musculoskeletal system

Students who have problems with the musculoskeletal system may experience partial or complete limitation in voluntary movements. Such impairments may be caused by injury or disease, and the category of students with such impairments is not uniform. To classify these students, they can be divided into several groups depending on the nature of the manifestation of movement disorders:

1. limited mobility group (can only move in a wheelchair due to injuries of the lower extremities);
2. a group of people experiencing difficulties in movement (movement is possible with the use of orthopedic devices: crutches, canes, walkers, etc.);
3. group, moving independently, but with lesions of the upper limbs;
4. a group of students with cerebral palsy (ICP) who move independently (with severe speech disorders and general motor clumsiness);
5. low-mobility students with cerebral palsy (Lyz, N. A., Labyntseva, I. S. Organization of students' activities in higher education: textbook / N. A. Lyz, I. S. Labyntseva; Southern Federal University. - Rostov -on-Don - Taganrog: Publishing House of the Southern Federal University, 2018. - 93 p.).

In educational institutions, such students need architectural accessibility and overcoming communication barriers that may prevent full interaction in the student environment. Aesthetic, intellectual, emotional and motivational factors can present obstacles for students with musculoskeletal disorders (MD) in the learning process. An aesthetic barrier may be due to an unattractive appearance or behavior, and an intellectual barrier may be due to a difference in the speed of thought. Motivational and emotional barriers can be caused by a lack of empathy for students with special educational needs, an inability to sympathize, communicate, and understand their problems. To ensure the full educational potential of students with special needs, a tolerant attitude and knowledge of their general psychological characteristics are necessary. These characteristics include high self-esteem, passivity, irritability, phobias, low productivity, fatigue, loss of interest, underdeveloped willpower (goal setting, perseverance, initiative, independence, restraint) compared to peers, possible motor anxiety. Students with severe disabilities also have impaired attention and memory (verbal memory prevails over visual and tactile, distractibility, short attention span, switching difficulties, low memory capacity). Students with severe disabilities also have impaired attention and memory (verbal memory prevails over visual and tactile, distractibility, short attention span, switching difficulties, low memory capacity).

Questions for self-control:

1. Expand the concepts Who are students with SEN?
2. Describe what types of psycho-physiological problems students with SEN have?
3. Study what A.L. Wenger's syndromic approach includes?
4. Define the «self-efficacy» concept of A. Bandura?
5. Analyze what types of locus control do you know?
6. Describe the psychological characteristics of students with hearing impairments.
7. Describe the psychological characteristics of students with visual impairments.
8. Describe the psychological characteristics of students with MD disorders.

Assignment for independent work of students

1. Study the work of V.V. Lebedinsky «Classification of disorders of mental development» (Lebedinsky V.V. Disorders of mental development in childhood. - M.: Academy, 2003).
2. Psychological characteristics of students with different types of locus control.
3. Describe in the form of a diagram «Methods for improving the self-efficacy of students with SEN.»
4. Compare the concepts of primary and secondary defect according to L.S. Vygotsky.
5. Describe the psychological and physiological characteristics of students with SEN in different nosological groups.

References

1. Batarshv A.V. Typology of character and personality: A practical guide to psychological diagnostics. - M.: Publishing House of the Institute of Psychotherapy, 2005.
2. Kostromina S.N. Psychology of diagnostic activity in education. - St. Petersburg: Nauka, 2007.
3. Lebedinsky V.V. Disorders of mental development in childhood. — M.: Academy, 2003.
4. Morgacheva E.N. The concept of «mental retardation» in domestic medical and psychological and pedagogical science. Historical essay. - M.: MPGU, 2003.

5. Fundamentals of Special Psychology: Textbook / Ed. L.V. Kuznetsova. — М.: Academy, 2002. Психологическая диагностика: Учеб. пособие / Под ред. К.М. Гуревича, Е.М. Борисовой. 2-е изд., испр. — М.: Изд-во УРАО, 2000.
6. Semago N.Ya., Semago M.M. Problem children: the basics of diagnostic and corrective work of a psychologist. - М.: ARKTI, 2000. (Library of a practicing psychologist).
7. Semago M.M. Typology of deviant development // School psychologist. - 2005. - No. 23.
8. Sorokin V.M. Special psychology: Proc. allowance. - St. Petersburg: Speech, 2003.
9. Shepko E.L. Psychodiagnostics of developmental disorders in children: Proc. allowance. - Irkutsk: Ed. Irkut. state ped. un-ta, 2000.
10. Lyz, N. A., Labyntseva, I. S. Organization of students' activities in higher education: textbook / N. A. Lyz, I. S. Labyntseva; South Federal University. - Rostov-on-Don - Taganrog: Publishing House of the Southern Federal University, 2018. - 93 p.
11. Fatikhova L.F., Saifutdiyeva E.F. Social and personal development of students with developmental disabilities: a methodological guide [Text] / L.F. Fatikhov, E.F. Saifutdiyev. - Ufa: Research Center of the Ufa branch of the FGBOU VPO «MSGU im. M.A. Sholokhov», 2013. - 87 p.
12. Martin, A.J., Newton, K., & Sperling, R. (2020) Educational Psychology and students with special needs. In A.J. Martin., R. Sperling., & K. Newton (Eds). Handbook of educational psychology and students with special needs (pp. 1-14). New York: Routledge. DOI: <https://doi.org/10.4324/9781315100654>

1.5. Foreign experience of the professional self-determination forming process of students with SEN at higher education institution

Aim: Explore the international experience of the professional self-determination forming process of students with special educational needs at the university.

Plan:

1. Availability of education for students with SEN in different countries
2. Foreign experience in the professional training and employment process of students with SEN
3. Features of organizing the career guidance for students with SEN abroad

Keywords: students with SEN, professional training of students with special educational needs in universities, international experience, career guidance.

1. Availability of education for students with SEN in different countries

There is an increase in access to tertiary education for students with SEN as a result of the prerequisites for inclusive education, the growing democratization of higher education, and the implementation of the Bologna process. Nevertheless, the availability of education at universities for students with SEN, especially those with sensory, motor, or intellectual disabilities or mental problems, is still more difficult than for other young people. Students with SEN indicate that they are less likely to successfully complete the study than their peers without SEN, and also students with SEN have certain learning problems, as well as behavioral, and mental problems, etc.

Inclusion is the hallmark of a quality university. Creating a support and service plan to improve access and educational inclusion of non-traditional learners is proposed in the European Strategy 2010-2020 for a full transition to inclusive education in the condition of tertiary education.

Many countries have adopted a discrimination procedure that guarantees the right to education for persons with disabilities in higher education institutions. Anti-discrimination laws address the need to adapt and/or take appropriate measures to meet the special needs of persons with SEN.

The OECD (2018) reports that many countries are strengthening policies that help people with SEN get secondary education, and some form of higher education or training programs. These policies also advocate greater employer involvement in providing access to on-the-job training opportunities and creating opportunities for career counseling. According to the Convention on the Rights of Persons with Disabilities that was adopted on 13 December 2006, their rights to work in an open, inclusive, and accessible working environment are guaranteed.

The researchers believe that there are a number of changes at the institutional level as well as in classroom practices that can be considered in the field of tertiary education during the move towards a more inclusive university:

1. University premises must be fully accessible, without any physical barriers.

2. Universities should develop an active adaptation plan for students with disabilities during their first year of study to avoid early exit and promote academic success.

3. Higher education should contribute educate teachers not only in the discipline they teach and research but also in how to teach. Teachers should be knowledgeable, informed, and trained on how to apply inclusive pedagogy and universal learning plan.

4. The University must guarantee that all students can participate fully and benefit from a quality teaching and learning process.

Most higher education institutions provide support to solve many of the problems faced by incoming students. Four main areas of university support have demonstrated their value in achieving student success:

1. *Academic support*: tutoring, centers for students with disability, writing labs, access to quality counseling, financial aid, and career counseling;

2. *Supporting a diversity of student experiences and relationships*. These include multicultural centers and events, cultural programs, and programs for minorities;

3. *Helping students with multi-duties*. These include childcare centers and/or convenient class schedules for working students;

4. *Promoting social life and development*: recreation centers, scheduled excursions, medical and advisory services for students (see 1 figure).

Together, the above-mentioned university supports not only help the broad student contingent but can also contribute to the success of targeted student groups. This support is vital; is the success of higher education and student engagement/15 key players in any post-secondary student success model; is considered as supportive and immediate in their impact on GPA.

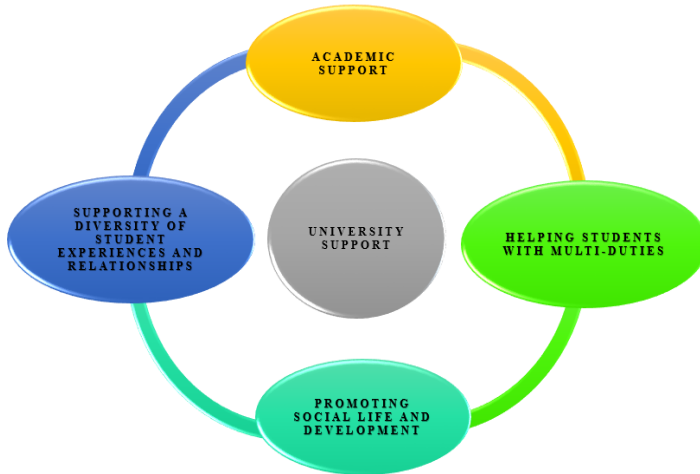


Figure 1. The main types of support for students with SEN at the university

Let's review **how universities in other countries provide support for students with SEN.**

2. Foreign experience in the professional training and employment process of students with SEN

Ireland. Irish regulatory documents such as «Towards 2016», «The National Development Plan», «The National Action Plan for Social Inclusion», and «The National Skills Strategy» indicate the importance of increased participation of targeted groups, including students with disabilities opportunities in tertiary education and the employment for economic growth and economic competitiveness in the country. National Plan for Equal Access to Higher Education 2008-2013 identifies five high-level goals and 34 action directions that are necessary to achieve more equity and broad participation in tertiary education. The goals are provided below.

In Irish universities work different departments ensure full access and participation in tertiary education for students with SEN.

Student enrollment. The Department of Disability Affairs is responsible for enrolling students with disabilities at universities in

Ireland. The Department of Disability Affairs works together with schools. The result of this collaboration work was the development and coordination of alternative ways of admission - the Supplementary Admissions Scheme. This service promotes access and participation in tertiary education for students with disabilities. There is also The Disability Advisors Working Network (DAWN), which aims to support students with disabilities in higher educational institutions in Ireland.

Student support. A special access service provides a number of special services for students with disabilities after their enrolling in a university. The special access service includes disability specialist service, learning support mentor service, assistive technology specialist service, counseling, etc. The services are provided according to the needs of each student.

Employment. Special support for students with SEN on career issues and career development programs on relations with employers has been developed together with the above services. Higher education institutions provide programs on individual employment services. The service includes special information support, individual consultations, master classes, seminars, conferences, meetings with employers, etc. An independent non-profit organization «The Association for Access to Higher Education and the Disabled (AHEAD)» also does work on employing graduates with disabilities. One of the projects of the WAM (Willing Able Mentoring) association, which aims to facilitate and accelerate the transition of graduates with disabilities to a career that matches their skills and abilities, allows them to undergo internships in large organizations with further employment.

Canada. There is an internal anti-discrimination document that guarantees access to education for people with disabilities in Canada, as in many countries.

Student support. Higher education institutions provide the following programs and services for students with SEN.

Academic support includes such special services as:

- an adaptation of the exam, the curriculum;
- reducing study load;
- using subtitles and sign language translation;

- provision of special materials for students with disabilities;
- electronic or tape textbooks;
- software for converting text to voice;
- software for converting voice to text;
- tape recordings of lectures.

A special program provides various services for students in the «Needs and At-Risk Students» category in addition to the above. For example, the necessary resources and services to support students' families are provided.

The Peer Tutoring Program is when students teach each other while working together. In different countries, this technique is called differently, for example, peer-mediated instruction, peer-assisted learning strategies (PALS), class-wide peer tutoring, paired reading, and peer support. There are also other forms of peer support, these include programs where older students are mentored: cross-age peer tutoring, and buddying programs.

Students with a hearing impairment are provided with tutors to help them use sign language.

There is a resource center where students receive a service or help from tutors.

Financial assistance is allocated to provide students with various types of therapy (occupational therapy, physiotherapy, speech therapy); transportation for students with limited mobility to perform medical appointments.

Employment. In Canada, everyone has the right to work, and to equal treatment in the workplace without discrimination under the Human Rights Act and the Charter of Rights and Freedoms. The Government of Canada is committed to a work environment that is inclusive, free, and open to all.

The USA. The United States is one of the countries that have implemented inclusive education first. In 1973, a law on the education of persons with disabilities was passed. This law refers to the need to finance special education. In the US, students with SEN are partially included in the educational process. Mainstreaming in inclusive education enables students to take part in various activities held in educational institutions. This allows students to socialize, make

friends, and communicate with peers. Despite the measures taken in the US, students with SEN are separated from others.

Student support. There are special departments for students with disabilities in higher education institutions in the United States. It employs specialists who are hired for permanent and/or temporary work at the request of students. Such employees include sign language interpreters, defectologists, assistants, psychologists, social workers, individual assistants, etc., who usually work on a temporary basis. They accompany the student for one year and/or the entire period of study at the university. The term of work, the number of employees, and the composition of the auxiliary group depend on the requests and needs of students with SEN, and on what special conditions need to be created for them.

If the number of students exceeds a certain figure, for example, if more than 1000 students per year enter the university, then such specialists will be accepted on a permanent basis. The duties of such employees, who work on a regular basis, include accompanying and supporting students on certain categories of issues.

The university takes positive measures, creates special conditions, and hires certain employees to accompany students based on their requests, which they indicate upon admission. Such a system of student support works on the basis of the principle of voluntariness. That is, students may not indicate upon admission and/or report that he/she has a disability, and he/she may at any time both ask for the creation of special conditions and refuse them. In any case, higher education institutions undertake to create special conditions for students with SEN and cannot refuse their needs. But the right to accept and/or refuse them remains with the students.

Employment. The Americans with Disabilities Act (ADA, 1990) prohibits discrimination against people with disabilities and guarantees their equal employment opportunities. Also, the US Workforce Innovation and Opportunity Act (WIOA, 2014) includes provisions that support transition and access to decent work for youth with disabilities. This policy defines how states and organizations can use federal funding, as well as expected career and workforce outcomes. Also, Individualized Learning Plans (ILP) policies are being put in place or

promoted in the US and internationally as a career development strategy that helps youth proactively set career and life goals and develop the navigation skills needed to achieve those goals.

US regulation documents specify services provided for the employment of people with SEN, such as «employment services», and «individual career planning». Job placement services include a wide range of activities available to all job seekers. This service emphasizes education and training, prioritizing programs of study that lead to a graduate degree in in-demand occupations. The more comprehensive and individualized services included in WIOA, such as assessment and individual employment plan, career counseling, and skills development, combined with a focus on post-secondary education, represent a greater commitment to quality career development.

WIOA also places great emphasis on career-building approaches that require planning and support beyond short-term employment opportunities. In the US, this work is done by organizations (receiving WIOA funding) that provide career guidance services, define career paths, and develop a detailed career development plan. The organization also provides a variety of comprehensive support, such as counseling, education, and training, which lead to the achievement of individual career goals and career advancement within a specific profession in demand.

Examples of policy recommendations for using ILP to support post-secondary transit (transition) planning:

1. Promote a comprehensive education and career development plan based on the skills, abilities, career, and academic goals of youth, strategies that encourage states to accept ILP to ensure that all youth create a «coordinated, people-centered approach to the design and implementation of education and plans career growth»;
2. Inclusion of young people with SEN in the process of training and career development, starting from an early age;
3. Strengthening the capacity of education and career professionals to design and implement evidence-based, inclusive programs and strategies.

Germany. Germany is one of the countries that pay special attention to the problems of education of persons with disabilities at all levels of education.

German universities are open and accessible to all students, especially those with SEN.

Student support. After admission, students with SEN are provided with personal assistants who help students perform the following types of work:

- searching literatures and electronic resources;
- writing semester works;
- reading aloud educational literature for blind students;
- taking notes of lectures for deaf students;
- assistance in moving around the university campus for students with musculoskeletal system problems;
- support during internships, etc.

There is a special bureau or a network of advisory services where the student can receive consultancy and assistance on educational and organizational issues. The creation of a network of such services in higher education institutions is an important step in supporting students with SEN.

Technical and auxiliary facilities are provided at the request of students, social and medical support is provided, and specially equipped rooms in hostels are allocated. Students have the right to extend the deadline for submitting independent papers, term papers, etc., to change the form for submitting papers, as well as the exam.

Special financial assistance is allocated, which covers part of the student's expenses.

Teachers are being trained to work with SEN students.

Employment. In Germany, there is the General Act on Equal Treatment (2006), which specifies the labor rights of people, the non-discriminatory attitude of the employer, and the employee's access to recreational services. The experience of vocational training is practiced directly at the work stop along with ordinary employees in Germany. There are also special programs aimed at conducting consultations before starting vocational training.

Denmark. There are laws that indicate the right of people with SEN on access to education and employment in Denmark. Education in educational institutions of Denmark is carried out on the basis of an individual approach to each student, which takes into account the

abilities and needs of each one. There are three forms of students inclusion in the educational process:

1. Students with special needs are placed randomly within academic groups with other students together;

2. Students with special needs are grouped and a special group is created for them within the university;

3. Students with special needs are partially included in the educational process, for example, students study remotely.

Hofstetter and Alkin (2002), who research the process of implementing inclusion into the higher professional education system in higher educational institutions, have identified the following significant problems in the Danish education system:

- lack of continuity among the teaching staff;
- non-acceptance of students with disabilities by their peers.

Student support. In Denmark, the registration of people with disabilities is illegal. Therefore, there is no accurate data on the number of students with SEN entering and/or graduating from higher education institutions. However, the Danish Agency of Education Support maintains a register of people with disabilities who receive support and assistance, which can provide reliable estimates of the number of students with SEN in higher education.

Academic support. The Danish Agency of Education Support is responsible for administering and funding the Special Education support (SPS) that students can receive while studying.

SPS support includes:

- interpretation services;
- educational materials;
- auxiliary techniques and instructions;
- courses;
- assistant and practical support;
- study and assessment of support needs;
- IT support services;
- support the educational process;
- special working rooms.

Universities allocate special support services, assistive technologies, and assistive materials, taking into account the needs

and characteristics of students, the costs of which are covered by the educational institution or the Danish Agency of Education Support.

Financial support. There are no tuition fees in Denmark, so people with SEN can get free higher education. Students with SEN may be eligible for a government grant through a system administered by the Danish Agency of Education Support. Also, various foundations and organizations offer financial assistance for students with SEN to help them cover living expenses, study materials, transportation, etc.

Employment. Denmark has a personal assistant program in which people with disabilities receive a personal assistant or assistant in the workplace, who will help them perform work related to their job responsibilities. There is also a mentoring program where an employee is assigned a mentor. A mentor is a senior or experienced worker colleague who will teach and support employees with disabilities.

Assistive technology for people with disabilities is purchased at the workplace to enable them to do their jobs.

Italy. Italy is an example for many countries in the successful inclusion of persons with disabilities to the educational process. The number of included students which exceeds 90% of the total can be shown as the result. Children with disabilities had the opportunity to attend educational institutions before the first law on the rights to education of people with SEN was passed in 1971.

The main features of inclusive education in Italy are the following:

- personality-oriented approach;
- respect for the autonomy and dignity of each person;
- feelings of belonging to the team;
- early socialization and adaptation of persons with disabilities in the educational space;
- the role and work of the teacher in creating an atmosphere of warmth and care in the classroom.

Article 38 of the Italian constitution (1947, ed. 2012) states that the state guarantees support for people with disabilities and special needs, as well as their rights to receive education and training.

Student support. In higher education institutions, an individual learning plan is created for each student. Teachers and other staff (psychologists, doctors, assistants, social workers, etc.) work according

to this plan. The work of each specialist is aimed at socialization, obtaining a quality education, and successful employment of students.

Students are provided with special assistants who help and accompany students in various fields. There are three types of such assistants:

- assistants in the field of education - accompanies during training, acts as an assistant while working in laboratories, helps to move, accompanies while participating in various events;

- assistants in the field of culture - supports and helps in daily matters, helps to solve issues related to personal hygiene and nutrition,

- assistants who organize the communication of students - they support and promote the successful social integration of students with SEN.

Employment. Italy has a law supporting the integration of persons with disabilities into the labor market. Before getting a job, applicants undergo diagnostics, where the potential of each applicant with disabilities is determined and assessed. After identifying and assessing the potential, they are registered on a waiting list for a job that suits them. On-the-job training is provided. There are various such training programs that release the integration of people with disabilities into the labor market.

As international experience shows, the main condition for the success of inclusive practice is the initiative of teachers. The role of the teacher, value attitude towards students, knowledge about the peculiarities of working with students with SEN, possession of skills, abilities, and acquisition of competencies that are necessary for the full inclusion of students with SEN in the educational process.

Thus, inclusion acts as a process of changing the entire sphere of higher professional education, in which all employees of higher education, parents, students, officials, and the whole of society are involved; a process aimed at removing barriers to the equal and open participation of all students in the educational process and the life of the university.

3. Features of organizing the career guidance for students with SEN abroad

Compared with their non-disabled peers, students with disabilities are more likely to experience unemployment or underemployment,

lower wages, and job dissatisfaction (Dunn, 1996). Because of this, students often drop out of high school. The task of the school is to attract the attention of students, to arouse interest in a certain type of profession, to help identify their strengths, to form the skills (or skills acquisition plan) they need to succeed in the workplace.

It is important to conduct career guidance in schools.

The Hong Kong researchers use the compound term «career guidance and counseling» (abbreviated «CGC»), which reflects the modern career planning services provided in schools. According to the researchers, schools should:

1. providing students the information about their opportunities and career choices (career guidance),
2. consulting students about study variants (academic counseling),
3. supporting students in planning their careers based on their professional interests, personalities, values, and academic orientations (career guidance) (Wong & Yuen, 2019).

It is important not to confuse the career guidance and counseling practice in secondary schools with academic counseling (eg, helping students with scoring for university admissions) here.

Edward Levinson and Eric Palmer identify the three most important aims to focus on during students planning school activities:

- understand yourself and your abilities, interests, and values;
- gain knowledge of the job world;
- gain effective decision-making skills.

Each of these areas is important for students' ability to make realistic and informed decisions about work. It is important to take these goals into account while organizing career guidance work at school.

The researchers also highlight the importance of forming knowledge and understanding about professions at an early age. An American specialist in the field of educating children with autism, the author of the patented methodology «Social Stories», recognized by the world scientific community, Carol Gray highlights stories in her book, where children answer the question «What will I do when I become an adult?».

Children's answers to the question:

«There are people who ...

- work to save the resources of our planet,
- sell movie tickets,
- compose poems and songs,
- work on the radio,
- teach children,
- lay out goods on the shelves in supermarkets,
- invent drugs for diseases,
- draw pictures,
- work in a big city,
- work outdoors,

...maybe I'll do that too.»

In organizing career guidance work in different age groups, it is important to know the theory of career development. Knowledge of career development theory helps to understand:

- at what stage of career development is the child;
- what should and should not be expected from a child at a certain age.

The stages of the career development process that children and adolescents go through provide an opportunity to properly plan a child's career. The stages and substages of the career development process according to age characteristics are as follows:

STAGE OF GROWTH

Fantasy substage (0–10 y.)

- Imagination and play themes Темы воображения и игры связаны с работой

Interest substage (11–12 y.)

- Children develop a healthy self-concept and become aware own personal qualities.
- Children know and consider different professions; and learn about what workers do and about the value of work.
- Children identify with a gender role; and think about work in terms of a gender perspective.
- Children develop positive attitudes that lead to competence, cooperation and achievement.

Capacity substage (13–14 y.)

- Adolescents become aware of their own values and abilities.
- Adolescents develop planning, decision-making, and problem-solving skills.
- Adolescents realize that not all professions are the same, that there are differences in requirements, responsibilities, pay, and rewards among the career.
- Adolescents recognize that academic choices can affect their post-graduation life.
- Adolescents take on increased responsibility for making their own career decisions.

STAGE OF EXPLORATION

Tentative substage (15–17 y.)

- Adolescents become aware of their own aspirations
- Adolescents identify career options and set preliminary goals
- Adolescents explore their preliminary career options and goals

Transition substage (18–21 y.)

- Young people make career choices
- Young people acquire the skills needed for entry-level employment in their chosen profession.

Trial substage (22–24 y.)

- Young people seek employment in their chosen profession.

In secondary schools students with SEN need special support if their subsequent transition into professional life will be successful. Any proposed interventions should aim to strengthen students' skills in social development, career planning and personal growth. Important professional skills that students need to be taught include:

- Academic skills (Reading and writing, mathematics, problem solving, listening, computer skills, art or music, foreign language);
- Communication skills (following and giving directions, conveying information, understanding and processing information, requesting or offering help);
- Social and interpersonal skills (answering phone calls and receiving messages, making necessary phone calls to employers and other professionals as part of job requirements, demonstrating proper workplace behavior and etiquette, knowing appropriate topics to

discuss in the workplace, knowing when possible and impossible to communicate at work, learning how to protect yourself from victimization, learning methods for solving social problems);

- Professional skills (come to work on time, call in case of illness, ask for leave, use an appropriate tone and volume of voice, accept instructions and corrections, be able to interact properly with colleagues (for example, solve social problems, make friends and get to know personal, professional and sexual boundaries));

- Also, you can include job search skills (search for work using various resources, filling out job applications, writing resumes and cover letters, obtaining the necessary documents, filling out official papers, documents, interview skills).

Researchers also note the importance of developing life skills in preparing students for professional life. An important factor that can affect the development of life skills and mental well-being of students is whether they have found purpose and «meaning in life».

There are programs for the early preparation of students with SEN for professional life In Hong Kong.

The Positive Youth Development Program aims to develop the strengths of children and adolescents, their developmental plasticity, their inner assets (psychosocial competence), and their external assets (relationships with others) (Shek et al., 2019). Hong Kong researchers show that planning professional life, setting career goals by students greatly contribute to the development of the meaning of life (Man, 2018; Yuen et al., 2020). During the work with students with SEN, it is necessary to help them understand their strengths and take them into account in planning a possible career path (Yuen, 2017).

The navigation project «SUN Life» is intended for students of lower secondary school who have special educational needs, as well as absenteeism and low motivation.

SUN means:

S - strength-based orientation;

U - uniqueness;

N - new perspective (Man, 2018).

The basis of the program is the belief that each student with SEN is unique and has potential to be explored and developed.

This is a long-term school project carried out by social workers. The project includes a wide range of activities such as individual interviews, group activities, career meetings, and work experience. Conducted activities are adapted to the interests and abilities of students with SEN. This project can help students increase self-efficacy in setting personal learning goals for future study or employment, thus expanding their potential post-graduate paths (Man, 2018).

Therefore, career guidance and early intervention are of particular importance for students with special educational needs in improving their personal, social, career, and psychological development.

Questions for self-control:

1. List the professional training programs for students with SEN abroad.
2. Explain the experience of professional training of persons with disabilities in foreign countries.
3. Compare the programs and services provided for students with SEN in Kazakhstan and abroad.
4. Describe the features of career guidance work with SEN students abroad

Assignment for independent work of students

1. Prepare an early preparation program to professional life for students with SEN
2. Prepare a model of psychological and pedagogical support for students with special educational needs during their professional training at the university using international experience as an example.
3. Prepare a Buddy portfolio who supports students with SEN while studying at university.

References:

1. OECD: Inclusion of Students with Disabilities in Tertiary Education and Employment, OECD Publishing, Paris, 2011
2. European Agency for Development in Special Needs Education. Raising achievement for all learners – Quality in Inclusive Education. – Brussels, 2012. – 40 p. – URL: <http://www.european-agency.org/agency-projects/ra4al>

3. OECD (2018) Education policy outlook 2018: putting student learning at the centre. OECD Publishing, Paris. Retrieved from <https://doi.org/10.1787/9789264301528-en>
4. Convention on the Rights of Persons with Disabilities 2006. Open access:https://www.un.org/ru/documents/decl_conv/conventions/disability.shtml
5. Workforce Innovation and Opportunity (WIOA) Act of 2014, Pub. L. 113-128. 128 Stat. 1425. 14 July 2014. Retrieved from <https://www.congress.gov/bill/113th-congress/house-bill/803/text>
6. Rights of people with disabilities to decent work. O'Reilly Arthur. Geneva, International Labor Office, 2007. https://www.ilo.org/wcmsp5/groups/public/--europe/--ro-geneva/--sro-moscow/documents/publication/wcms_249152.pdf
7. «Pathways for Disabled Students to Tertiary Education and Employment», November 2010
8. Yang, Lan & Wong, Lawrence. (2020). Career and Life Planning Education: Extending the Self-Concept Theory and Its Multidimensional Model to Assess Career-Related Self-Concept of Students with Diverse Abilities. ECNU Review of Education.
9. Wong, L. P. W., & Yuen, M. T. (2019). Career guidance and counseling in secondary schools in Hong Kong: A historical overview. *Journal of Asia Pacific Counseling*, 9(1), 1–19.
10. Spratt, J., and L. Florian. 2015. «Inclusive Pedagogy: From Learning to Action. Supporting Each Individual in the Context of ‘Everybody’.» *Teaching and Teacher Education* 49: 89–96.
11. Anabel Moriña. 2017. Inclusive education in higher education: challenges and opportunities, *European Journal of Special Needs Education*, 32:1, 3-17, DOI: 10.1080/08856257.2016.1254964
12. Kohen D., Uppal Sh., Khan S., Visentin L. Health Analysis and Measurement Group, Statistics Canada-Access and Barriers to Education for Canadian Children with Disabilities. – Canada: Council of Ministers of Education, 2002. – 204 p.
13. Man, K. W. (2018). »*SUN Life*» *Navigation Project: Life planning service for junior secondary students with SEN*. Symposium on Individual Life Planning: Teachers’ roles in career-related support for junior secondary students with special educational needs, Hong Kong, China.
14. Yuen, M. (2017, June 8–10 2017). *Enhancing students’ connectedness, meaning in life, life skills self-efficacy, career adaptability: Life skills development model*. 5th National Humanistic Psychological Counseling and Therapy Conference, Zhuhai, China: Beijing Normal University Zhuhai Campus.
15. Yuen M, Chung YB, Lee QAY, Lau PSY, Chan RMC, Gysbers NC, Shea PMK. Meaning in life and school guidance programs: Adolescents’ voices from Hong Kong. *International Journal for Educational and Vocational Guidance*. 2020;20(3):653–676. doi: 10.1007/s10775-020-09423-6.

16. Shek DT, Dou D, Zhu X, Chai W. Positive youth development: Current perspectives. *Adolescent Health, Medicine and Therapeutics*. 2019;10:131–141. doi: 10.2147/AHMT.S179946.
17. Solberg S, Martin J, Larson M, Nichols K, Booth H, Lillis J, Costa L (2018) Promoting quality individualized learning plans throughout the lifespan: a revised and updated «ILP how to guide 2.0». National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership, Washington, DC. Retrieved from: <http://www.ncwd-youth.info/wp-content/uploads/2018/03/Promoting-Quality-ILPs-Throughout-the-Lifespan-WEB.pdf>
18. Zhavoronkov R.N. The technology of higher inclusive education for disabled people used in the United States of America. – URL: <http://www.vash-psiholog.info/psih/20317-texnologiya-vysshego-inklyuzivnogoobrazovaniya-invalidov-primenyaemaya-v-soedinennyx-shtatax-ameriki.html/>
19. Goncharova V.G., Didenko L.A. Individually oriented educational programs as a means of improving the quality of vocational education for people with disabilities // *Special Education*. - 2013. - No. 3. - P. 32–41.
20. Social stories: An innovative methodology for developing social competence in children with autism. - 2nd ed. / Carol Gray; foreword Tony Attwood and Barry M. Prizant; per. from English. U. Zharnikova; scientific Ed. S. Anisimova. - Yekaterinburg: Rama Publishing, 2021. - 432 p.; ill.
21. Levinson, E. M. (2002). Best practices in school-based vocational assessment. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp.1569–1584). Bethesda, MD: National Association of School Psychologists.
22. Edward M. Levinson and Eric J. Palmer (2005). *Preparing Students With Disabilities for School-to-Work Transition and Postschool Life*.

II. Psychological and pedagogical accompaniment of students with special educational needs in the educational and developing context of the university

2.1. Organization of psychological and pedagogical accompaniment of students with special educational needs at the university

Aim: to reveal the features of the organization of psychological and pedagogical accompaniment as one of the conditions for the development of the personality of students from among persons with special educational needs, the quality of their professional training.

Plan:

1. The main forms of psychological and pedagogical support
2. Features of the organization of integrated learning for students with SEN
3. Stages of technologies for socio-pedagogical support of students with special educational needs
4. Characteristics of teaching methods in the classroom with students with SEN
5. General principles and rules for working with students with SEN

Keywords: socio-pedagogical accompaniment, integrated learning, technology of socio-pedagogical accompaniment.

1. The main forms of psychological and pedagogical accompaniment

The changes that have taken place in the last decades in the humanitarian sphere of the life of Kazakhstani society are manifested

in increased attention to the problems of vocational education and social integration of disabled people. The social policy of our state in relation to these people, in general, is focused on creating for them, equal with other citizens, opportunities to participate in the life of society, to actively include them in public information exchange. The current stage of its development in Kazakhstan can be designated as a transitional one, including both improving the existing system and finding ways to move it to a higher quality level, which contributes to a flexible response to the socio-cultural needs of this category of the population, such as integrated training for people with SEN. In such a situation, a multifaceted problem of modernizing the professional education of people with special educational needs arises, in which the central place is the introduction and use of various pedagogical technologies that influence the quality of the pedagogical process and affect the development of the main areas of individual human needs.

Socio-pedagogical and psychological approaches to the problem of professional adaptation, social integration of people with special educational needs into society are reflected in the works of A.V. Batova, D.A. Bykov, E.I. Gililov and G.V. Nikulina, V.3. Deniskina, V.P. Ermakov, V.Z. Kantor, L.N. Kosheleva, E.I. Leonhard, N.N. Malofeev, N.M. Nazarova, L.I. Solntseva, N.D. Shmatko and others.

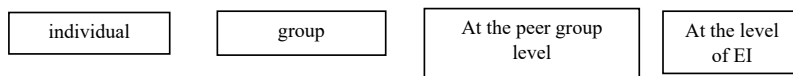
The aim of psychological and pedagogical accompaniment is to provide conditions for the development of the personality of students from among people with special educational needs, the quality of their professional training and further competitiveness in the labor market.

The problems of inclusive education are among the most pressing today, as the number of students with SEN is steadily growing. The education of students with special educational needs and disabled children provides for the creation of a special correctional and developmental environment for them that provides adequate conditions and equal opportunities with ordinary children for education and social adaptation.

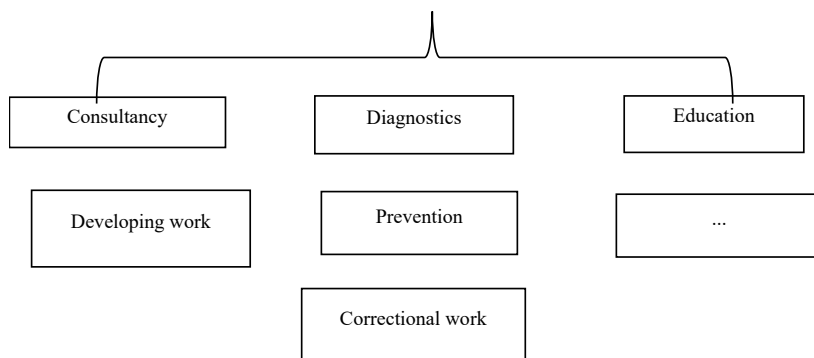
Getting higher education is one of the main and integral conditions for their successful socialization, ensuring their full participation in society, effective self-realization in various types of professional and social activities.

The legislation of the Republic of Kazakhstan, in accordance with international documents in the field of protection of children's rights, introduced the concept of people (children) with special educational needs and the principle of equal rights to receive quality education for all students, taking into account individual capabilities.

Levels of psychological and pedagogical accompaniment



The main forms of psychological and pedagogical accompaniment



Consultancy is the provision of assistance to students, teachers and other participants in the educational process in matters of development, education and training through psychological counseling.

Psychological diagnostics allows you to identify the individual psychological characteristics of the student, as well as to assess the level of his personal and intellectual development. Diagnostics will help to find the root cause of existing problems and eliminate them using modern and effective methods.

Corrective and developmental work is recommended to be planned and conducted taking into account the directions and characteristics of a particular educational institution. In cognitive, emotional, motivational, volitional, behavioral, etc. it will be the

object of corrective and developmental work. Correction is an active influence on the process of personality formation and the preservation of its individuality, carried out on the basis of the joint activities of teachers, psychologists and other specialists.

Prevention. Activities to prevent possible problems in the mental and personal development of students and create psychological conditions that are most favorable for this development. Prevention is understood as a purposeful systematic joint work of specialists and teachers.

The main task and meaning of education is to acquaint teachers with the basic laws and conditions for the student's favorable mental development.

2. Features of the organization of integrated learning for students with SEN

One of the most important problems is the readiness of a higher school lecturer to acquire knowledge in special psychology and correctional pedagogy, pedagogical technologies for working in an inclusive education environment.

Integrated training of students with SEN can be organized in two ways:

- by opening a special group for this category of students at the university;

- by joint teaching of students with SEN and students without such limitations in one group.

Special groups can be created for a certain category of students (with hearing or vision impairments, disorders of the musculoskeletal system, etc.) or unite different categories of children (with mental retardation and mental deficiency, etc.).

More careful consideration requires the issue of joint education of students with SEN in the same group with students who do not have such disabilities.

Criteria for selecting students for integrated learning

1. Possibilities of the trainee: the severity of the defect, the zone of proximal development, individual intellectual and emotional-personal characteristics.

2. The readiness of the social environment (the conditions of family education, the possibility of providing appropriate support from parents, teachers, peers of students).

3. Compliance of the educational environment of the university with the needs of the integrated student.

Subject lecturers and curators of groups working with students with special educational needs should conduct a systematic in-depth study of students in order to identify their individual characteristics and determine areas of developmental work, record the dynamics of students' development, keep records of their learning programs, fill out cards for their accompaniment.

3. Stages of the technology of socio-pedagogical accompaniment for students with special educational needs

The technology of socio-pedagogical accompaniment of a student with SEN is a purposeful, step-by-step process, conditioned by the knowledge of the individual characteristics of the student and his manifestations in obtaining a profession at a university. It includes the following steps:

I. *Diagnostic and prognostic* - the study of the individual capabilities and characteristics of the student, forecasting the prospects for his adaptation to the educational process and self-manifestation in situations of development, learning (professional mastering). This stage involves the collection of information about a student with SEN while studying at a university. The following information is collected:

- about the pathology that exists in a student with SEN, the prospects for the development of pathology, the possibility of overcoming, reducing the level of negative manifestations or stabilization;

- about the individual potential of the student, which can be relied upon when organizing social and pedagogical accompaniment;

- about individual characteristics in self-improvement, overcoming the difficulties that arise when adapting to the educational process and further self-development;

- about the features of the development and education of a student with SEN;

- about the level of adaptive abilities of the student to the socio-cultural environment

educational institution, to obtaining information, providing acquired knowledge in the process of obtaining it, to the relationship in a group of peers.

II. Identification of possible problems (difficulties) that significantly affect the adaptation and self-manifestation of a student in a situation of development, the process of mastering a profession.

III. Designing the prospects for overcoming possible problems (difficulties) by the student with the SEN.

IV. Determination of the content, specifics and ways of accompanying students in overcoming problems (difficulties) in the process of studying at a university.

The aim of socio-pedagogical technology is to facilitate the adaptation of a student with SEN to the educational process, to ensure the most appropriate and complete manifestation of his capabilities and abilities in mastering the profession, as well as integration into the social

Wednesday.

Main directions of implementation:

- Prevention of situations that a student with SEN cannot overcome on his own.

- Work with the teaching staff and the environment (social environment), contributing to the creation of conditions for the most complete manifestation of students in mastering the profession.

- Encouraging a student with a special educational needs to independently search for ways to master professions, independently overcome learning difficulties, including relying on the environment.

Achieving the intended goal requires solving the following tasks:

- promote adaptation and integration into the educational environment;

- to contribute to overcoming the problems that students with SEN have when mastering a profession;

- to provide independent, creative manifestation of students with SEN in self-education.

V. Implementation of social and pedagogical accompaniment

for students with special educational needs, taking into account their self-manifestation and their problems. The content of socio-pedagogical accompaniment is determined by the stages of training. Study at the university allows us to identify the following sub-stages of the student's development as a specialist.

1st sub-stage Adaptation and mastering the basics of education at the university (September, October).

The purpose of this sub-stage is to create a special environment in which students with SEN feel comfortable and can realize their opportunities.

The adaptation period is associated with providing a first-year student with SEN with the opportunity to get acquainted with the conditions, principles, rules of education in selected educational institution and almost painlessly enter the student team.

2nd sub-stage Integration into an adapted team, accumulation of experience in social behavior and learning activities. In fact, this sub-stage begins with the previous one. However, if in the initial period more attention is paid to adaptation, then in the future the emphasis shifts to stimulating the student to enter the team of the study group and then compare himself with the team.

The work is organized in the following areas:

- professional activity (stage-by-stage formation of knowledge and skills, interest and professional intentions of students with special educational needs);

- communicative activity (development of interpersonal and business communication skills);

- social activities (the formation of an active life position among students with special educational needs, the ability to lead and obey, to cooperate with people).

3rd sub-stage Introduction to professional and practical activities and accumulation of practice-oriented experience.

Starts from October. The system of practical training contributes to the intellectual development of pre-service specialists, the acquisition of subject knowledge and skills, the development and increase of motivation for self-manifestation in professional activities, and

awareness of oneself as a competent specialist. In addition, it allows a student with SEN to try his hand at the chosen profession, learn to apply the theoretical knowledge gained during lectures and seminars.

When organizing practical activities, technical training tools are used to consolidate the basic skills and abilities.

4th sub-stage Mastering the basics of professional activity.

This sub-stage is carried out through the assimilation of special academic disciplines and in practice-oriented activities.

5th sub-stage Resulting.

It is characterized by a high level of adaptability to the educational process and integration into the conditions of the student team, educational institution, the acquisition of knowledge, skills and professional skills.

VI. Evaluation of the effectiveness of socio-pedagogical accompaniment and determination of the prospects for further improving its adaptability.

Social and pedagogical accompaniment can be built in relation to an individual student or a group of people, or it can underlie the system of activities of the entire educational institution.

4. Characteristics of teaching methods in the classroom with students with SEN

The following methods are used in organizing the learning process for students with SEN:

- explanatory and illustrative;
- reproductive;
- partially exploratory;
- communicative;
- information and communication;
- *control methods;
- self-control and mutual control.

Techniques for influencing the emotional and cognitive sphere of students with SEN:

- game situations;
- didactic games, that are associated with the search for specific and generic features of objects;

- game trainings, that contribute to the development of the ability to communicate with others.

Teaching techniques used in lessons with students with SEN

Teaching techniques are specific operations of interaction between a teacher and students in the process of implementing teaching methods.

To enhance the activities of students with SEN, you can use the following active learning methods:

1. *The use of signal cards when performing tasks* - cards can be used when studying any topic in order to test knowledge, identify gaps in the material covered. Their convenience and efficiency lie in the fact that the work of each student is immediately visible.

2. *Using inserts on the board* - we use a competitive moment when completing a task, solving a crossword puzzle, etc. To attach their card to the board, they need to correctly answer the question, or perform the proposed task better than others.

3. *Drawing up, recording and posting on the board the main points of the study of the conclusions that need to be remembered.* This technique can be used at the end of the study of the topic - to consolidate, summarize; during the study of the material - to assist in the performance of tasks.

4. *The perception of the material at a certain stage of the lesson with closed eyes* is used to develop auditory perception, attention and memory; switching the emotional state of children during the lesson; to set children up for a lesson after vigorous activity (after a physical education lesson), after completing a task of increased difficulty, etc.

5. *Use of ophthalmic simulator presentations, a separate presentation and fragments of the presentation during the lesson.* On the slides you can place the necessary picture material, digital photographs, texts; you can add music and voice accompaniment to the demonstration of the presentation. With such an organization of the material, three types of memory are included: visual, auditory, motor.

Thanks to the sequential appearance of images on the screen, students have the opportunity to perform exercises more carefully and in full. The use of animation process is interesting and expressive. surprise moments make the process interesting and expressive.

6. *The use of picture material* to change the type of activity during the lesson, the development of visual perception, attention and memory, and the activation of vocabulary.

All of the above methods and techniques of organizing training to one degree or another stimulate the cognitive activity of students with SEN.

The variety of existing teaching methods allows the teacher to alternate between different types of work, which is also an effective means of enhancing learning. Switching from one type of activity to another prevents overwork, and at the same time does not allow you to be distracted from the material being studied, and also ensures its perception from different angles.

Thus, the use of active teaching methods and techniques increases the cognitive activity of students, develops their creative abilities, actively involves students in the educational process, stimulates independent activity in the classroom.

Special educational needs differ among students of different categories, since they are set by the specifics of the violation and determine the special logic of building the educational process, so it is necessary:

- to introduce special sections into the content of the student's education that are not present in the education programs of normally developing peers;
- use special methods, techniques and teaching aids, including specialized computer technologies;
- to individualize learning to a greater extent than is required for a normally developing student.

5. General principles and rules for working with students with SEN

1. Individual, personality-oriented and differentiated and multi-level approach to each student;

2. Use group, individual, distance learning for people with special educational needs;

3. The alternation of mental and practical activities, the presentation of material in small doses, the use of interesting and

colorful didactic material and visual aids in order to prevent the onset of fatigue;

4. The use of methods that activate the cognitive activity of students, forming the necessary learning skills;

5. Organization of social partnership in the field of vocational rehabilitation for targeted training for the workplace;

6. Manifestation of pedagogical tact. Constant encouragement for the slightest success, timely and tactical assistance to each student, the development of faith in his own strengths and capabilities.

For the majority of students with SEN, higher education is not only the basis for further work, but also a real integration practice. Thus, the educational environment of the university is entrusted with the task of modeling the mechanisms of social adaptation and integration of disabled people, acting on the scale of society as a whole. Solving the problems of interaction with peers and teachers in the framework of educational activities, entering practice, participating in social projects, cultural, leisure and sports events, establishing deep interpersonal relationships determine the success of social and personal development during the student period. The service of psychological and pedagogical accompaniment for students with special educational needs in this case can be considered from the point of view of providing advisory psychological assistance in case of problems in professional and personal development.

Psychological and pedagogical accompaniment activities can be organized in the form of a psychological and pedagogical council as a permanent, coordinated, united by common goals by team of specialists who implement one or another strategy to support both the student and the educational environment as a whole.

However, the experience of our study of the special educational needs of students, the process of adaptation to study at a university and professional and personal features of development showed the inseparability of the considered problems of students with SEN from the problems of all students.

Therefore, the most productive, in our opinion, will be an organizational model that involves embedding psychological and pedagogical support for students with special educational needs as an

integral part of a broad system of socio-psychological and pedagogical support for students.

For example, the allocation of accompaniment for students with special educational needs as a relatively independent area of activity of a structural unit that provides socio-psychological and pedagogical support to university students. According to E.S. Fominykh, the system of psychological accompaniment for students with disabilities at the university should begin in the pre-university period. As part of pre-university training, psychological support may include career guidance for applicants, depending on the nosology, abilities, inclinations, and interests. At this stage, it is necessary to begin the formation of skills for socio-psychological adaptation along with pre-university training, the development of communication skills, the formation of applicants' readiness for studying in integrated groups and intra-university life by means of socio-psychological training. Psychological accompaniment for students with SEN in the process of studying at a university may include:

- creation of adaptation programs (according to nosologies, taking into account the psychological characteristics of people with disabilities);

- conducting socio-psychological training programs for development of communicative, assertive, creative skills and abilities;

- training students with disabilities in self-regulation techniques;

- provision of psychological assistance in the form of individual and group consultations;

- creation of psychological advisory points on the peculiarities of teaching students with special educational needs in integrated groups;

- pedagogical accompaniment of the educational process of students with SEN, depending on the nosology, for example, basic lecture notes for students with hearing pathologies, audio recordings of lectures for students with visual pathologies;

- conducting complex psychodiagnostic studies of students with special educational needs in the process of studying at a university in order to study the dynamics of personal changes. To achieve the greatest effect of psychological accompaniment for students with SEN, it is not enough to use only psycho-corrective influences. The latter should act

in conjunction with other types of psychological influence, namely, with psychological education, information education of teachers with psychoprophylaxis, and other types of psychologist's activities that form a single strategy for psychological accompaniment of students with disabilities at the stage of their studies at the university. Summing up the consideration of the issues of organization and content of psychological and pedagogical support for students with special educational needs, it should be noted that at present the need to organize this work at the university can be considered proven. At the same time, the most optimal is the organizational accompaniment model, in which assistance to disabled students is an organic part of the overall socio-psychological and pedagogical support for all students. During the period of study at the university, special attention should be paid to students with SEN who have a high risk of developing personal destructive characteristics due to negative factors of the somatic state, changes in self-esteem, «I-concept» and self-realization. One of the main resources of psychological and pedagogical accompaniment for students with SEN may be the potential for interpersonal interaction and mutual assistance in the student «inclusive» group.

Questions for self-control:

1. Describe the main forms of psychological and pedagogical accompaniment.
2. Explain the stages of technology of socio-pedagogical accompaniment of students with SEN.
3. List the principles and rules of working with students with SEN.

Assignment for independent work of students

Develop a table «Classification of teaching methods in classes with students with SEN».

References:

1. Strategic Development Plan of the Republic of Kazakhstan until 2025 (Decree of the President of the Republic of Kazakhstan dated February 15, 2018, N° 636)

2. Ammoca L.I. Organizational and pedagogical conditions for professional training of students with special educational needs // [Electronic pecypc] URL: <http://www.rusnauka.com>
3. Zarubina I.N. Variable model of correctional and pedagogical support for students with visual impairment // [Electronic resource], URL: socpolitika.ru>rus/conferences...document4201.shtml
4. Kupreeva O.I. Features of psychological support for students with disabilities // Inclusive education: methodology, practice, technology. M.: MGTSHU, 2011. - P. 210-211.
5. Scientific and methodological support for the individualization of the educational route and psychological and pedagogical support for students with disabilities in the higher education system: Manual for university teachers / Comp.: S.A. Goncharov V.3. Kantor M.I., Nikitina S.A. Calculina V.V. Semikin. SPb., 2002. 140 p.
6. Stepanova O.A. Model of professional rehabilitation of disabled people // In the world of scientific discoveries. 2011. No2.1(14). pp. 348-355. (Series «Problems of Science and Education»).
7. Fominykh, E.S. Psychological and pedagogical support for the devictimization of a disabled student in a vocational education environment / E.S. Fominykh // Psychology: current problems and development trends: materials of the international. scientific-pract. conferences.

2.2. The main directions of psychological and pedagogical accompaniment for students with special educational needs

Aim: to describe the main directions of psychological and pedagogical accompaniment for students with special educational needs

Plan:

1. Psychological counseling
2. Psychological and pedagogical diagnostics
3. Psychocorrective work
4. Educational work
5. Preventive work

Keywords: psychological counseling, psychodiagnostics, psychocorrection, education, prevention.

1. Psychological counseling.

Psychological counseling as a type of psychological assistance is provided to disabled students, and their parents in situations of various life difficulties and psychological crises by means of a consultative conversation, and it is also work aimed at personal development and professional self-determination.

Psychological counseling for bachelor students with special educational needs and disabilities is carried out on issues of further vocational training in order to provide effective professional guidance and motivation to receive the next stage of vocational education (continue to study at the second stage of higher education (master's), choosing the profile of the main educational program for which they are suitable necessary personal qualities and a motivational component for mastering the chosen profile) and promoting socio-cultural inclusion. At the same time, counseling can be carried out among the teaching staff on issues of inclusion in the form of a consultative conversation and through advanced training courses for teachers under the program «Organizational and psychological and pedagogical foundations of psychological and pedagogical accompaniment for the process of forming professional self-determination of students with special educational needs».

The most important *tasks* of psychological and pedagogical support for students with disabilities during training are:

- formation of skills and competences for effective learning among students with disabilities;
- psychological adaptation of first-year students with disabilities and to the conditions of the educational organization, the learning process and the student collective;
- development of motivation for self-education and personal self-improvement;
- assistance in professional self-determination and development of motivation to acquire a profession;
- psychological preparation of a student with disabilities for future professional activities;
- improvement of professionally significant personal properties and qualities of a pre-service specialist.

Psychological counseling can be carried out both in individual, group form, as well as online and offline using remote technologies. During counseling, the specialist can apply various elements of the training, give recommendations and thereby guide the student with SEN to solve his problems.

2. Psychological and pedagogical diagnostics

Throughout the entire period of study, it is necessary to conduct *psychological and pedagogical diagnostics* of students with SEN. Diagnostic work in the conditions of inclusion implies the determination of individual characteristics and capabilities, helps to identify the causes and mechanisms of violations in learning, development, and social adaptation to the conditions of the university. The data obtained during the diagnostics allow us to identify not only the problematic, but also the strengths of students with special educational needs, which can be relied upon when building psychological and pedagogical work and the educational process as a whole. The results of the diagnostic study serve as the basis for organizing and conducting correctional and developmental work with students with SEN.

Comprehensive psychodiagnostics using standardized psychodiagnostic tools with the additional use of non-standardized tools. Initially, psychodiagnostics is aimed at identifying the adaptation period and readiness for each stage of education and socialization of students with SEN and disabilities. Comprehensive psychodiagnostics involves conducting intermediate diagnostic studies at the entire stage of a student's education, as well as during the period of adaptation of a graduate with a special education program to the workplace of his work activity.

The process of diagnosing the educational activity of students with SEN is characterized by the following components and indicators (Table 1.)

Table 1.

**Characteristics of the main components of the diagnostics
of educational activity of students with SEN**

№	Components	Indicators
1	<i>Motivational component</i>	1) learning activity and independence; 2) educational and cognitive motives; 3) interest in self-educational activities;
2	<i>Orientation component</i>	1) the ability to set goals (setting and understanding the learning task); 2) the ability to plan future learning activities (to solve the set learning task); 3) the level of development of reflection;
3	<i>Regulating component</i>	1) mastering self-control (final, step-by-step, planning elements); 2) the ability to evaluate the results of own educational activities.
4	<i>Intellectual component</i>	1) possession of knowledge at the level of specific concepts; 2) the ability to use the techniques of logical thinking in solving various educational problems; 3) the ability to identify causal relationships between the studied scientific and everyday concepts;
5	<i>Social component</i>	1) adoption and implementation of university norms, rules of conduct and traditions; 2) the level of relationships with pedagogues and other students, manifested in the readiness for collective interaction in solving educational problems; 3) the ability to establish interpersonal relationships with pedagogues; 4) the ability to establish friendly contacts with peers.

Table continuation

6	<i>Emotional component</i>	1) a stable emotional state, manifested in a positive perception of the learning process and the educational environment of the university as a whole; 2) a good attitude towards pedagogues and peers; 3) positive self-esteem; 4) emotional readiness for the transition to the next stages of education; 5) the absence of high and situational anxiety.

3. Psychocorrective work

The main component of psychological and pedagogical accompaniment is *correctional and developmental work*, which provides timely assistance aimed at eliminating problems in the cognitive, emotional-volitional and personal spheres of students with SEN. As well as the correction of difficulties in the assimilation of knowledge provided for by the educational program and interpersonal problems.

Correctional and developmental work provides timely specialized assistance aimed at eliminating problems in the cognitive, emotional-volitional and personal spheres of students with special educational needs. As well as the correction of difficulties in the assimilation of knowledge provided for by the educational program and interpersonal problems. Identification in the educational environment and subsequently elimination of factors that negatively affect the health of students. Developing work helps to improve the skills of universal educational activities and increase motivation for learning activities. Group work with students can be organized in the form of trainings or classes with training elements.

Correctional and developmental work involves the use of standardized programs of psychocorrective and developmental work with students with developmental disorders of various nosologies. When a disabled student enters a university, on the basis of a standardized program, an individual program of his socio-psychological and pedagogical accompaniment is developed for the entire period of study.

The grounds for carrying out measures of psychophysiological correction are the presence of the following signs of difficulties in the adaptation of students with SEN:

- increased propensity towards conflict;
- low discipline;
- poor performance in basic academic disciplines;
- numerous complaints of health and poor health;
- decreased motivation to study, etc.

Organization of measures for psychophysiological correction aimed at:

- increasing emotional stability;
- improving self-esteem;
- elimination of psychological discomfort;
- prevention of neuropsychiatric disorders;
- assistance in eliminating conflicts with others;
- prevention of overwork and restoration of working capacity;
- development of cognitive mental processes;
- development of communication skills;
- increasing the functional reserves of the body.

The main methods used in professional psychological support and correction activities include:

- teaching methods of mental self-regulation;
- teaching techniques to increase the level of emotional control over various life situations;
- learning how to communicate effectively;
- improving the skills of voluntary control of breathing and the rhythm of cardiac activity;
- training in the technique of self-massage of biologically active points;
- training in active and passive muscle relaxation and relaxation and de-motor training;
- short memory training, etc.

4. Educational work (promoting awareness)

Psychological education involves the provision of information about legislative acts that protect the rights of students with disabilities

and their families, about social guarantees, public and state organizations that provide various types of medical and preventive care and educational services.

Psychological and pedagogical accompaniment for students with special educational needs and disabilities at the university includes educational work on employment issues:

- providing information about the jobs that employers offer to an educational institution, about the production requests of employers, about the possibility of adapting to the requirements set by the organization, about the possibilities of advancement in the profession so that the student makes the appropriate decision based on his own knowledge and with his own responsibility;

- providing information about the employment service, its tasks and opportunities, familiarizing students with addresses, memos, brochures of the employment service.

An important direction of educational work is the organization of advanced training courses for scientific and pedagogical workers and employees of structural divisions of higher education. It is necessary to organize work on the formation of knowledge about the features of the psychological status of students with disabilities, the specifics of the adaptation period, the features of professional self-determination, the use of technical teaching aids, taking into account the main variants of dysontogenesis, and others.

5. Preventive work

Psychological prevention is aimed at maintaining, strengthening and developing the psychological health of students with disabilities and disabilities, timely warning about dangers that can harm the human body. This form of work can be carried out in the form of trainings, conversations, individual consultations, round tables, conferences, training seminars, etc.

Preventive activity is focused on preventing the occurrence of phenomena of social and psychological maladjustment, possible complications in the process of adaptation of students with disabilities to the conditions of inclusive education. Development of various recommendations for students with SEN, including effective

interpersonal communication, creation of a favorable psychological atmosphere in the student group. Preventive work can be carried out in the following main areas: training in time management methods, methods of increasing stress resistance, methods for relieving psycho-emotional stress, anxiety prevention, self-organization development, training in effective forms of behavior in stressful situations.

The main activities of psychological and pedagogical accompaniment include:

- assessment of the structure of intelligence and the type of intellectual activity;

- determination of the professional orientation of senior schoolchildren and the development of differentiated psychological recommendations for choosing a future profession;

- predicting the success of training and socio-psychological adaptation in an educational institution;

- formation and maintenance of motivation for learning and professional activities;

- identification of persons requiring psychological assistance in the process of preparation for admission and at the initial stage of education at the university;

- conducting psychological trainings and psychological and pedagogical classes;

- carrying out measures of psychophysiological correction with persons experiencing difficulties in adaptation.

As a result, the main task of psychophysiological support measures is to achieve functional comfort, in which there is a correspondence between the means and conditions of educational activity and the functional capabilities of the body, learning is accompanied by a positive attitude towards it with adequate mobilization of physiological and mental functions, which ensures the preservation of health, high performance and professional longevity [7].

In general, the qualitative result of the joint activity of a pedagogue-psychologist and a student with disabilities is the formation of an individual style of work, the essence of which is the organization of educational activities in accordance with the characteristics, capabilities and level of development, a joint analysis

of the content of the educational process, the tasks of the activity and the comparison of requirements with student capabilities.

Questions for self-control:

1. Disclose the requirements for conducting psychological counseling with students with SEN.
2. Describe the main stages of the psychological and pedagogical diagnosis of students with SEN.
3. Disclose the essence of psycho-correctional work.
4. Justify the role of education (promoting awareness).
5. Describe the forms and methods of preventive work.

Assignment for independent work of students

1. Conduct a mini-study «Psychological and pedagogical foundations of diagnostics of educational activities of students with SEN».

References

1. Danilova Z.G. Pedagogical accompaniment of adaptation of orphans and disabled college students to the implementation of choice in vocational training /Z.G. Danilova – M.: Rusimpo Publishing House, 2015. - 132 p.
2. Inclusive education of disabled students with the use of e-learning, distance learning technologies / ed. by B.B. Aismontas: studies. a manual for teachers of higher professional education working with students with disabilities and HIA. – M.: MGPPU, 2015.
3. Creation and testing of a model of psychological and pedagogical accompaniment for inclusive practice: A methodological guide / Under the general editorship of S.V. Alyokhina, M.M. Semago. - M.: MGPPU, 2012.
4. Zarubina I.N. The role of public organizations of disabled people in creating an effective model of higher education for persons with impaired vision // Social group of disabled people (adults) in the system of formal and non-formal education: Materials of scientific and practical. conf. – St. Petersburg, 2001.
5. Policy in the field of higher education of disabled people / E.R. Yarskaya-Smirnova, P.V. Romanov, D.S. Zaitsev, E.A. Naberushkina // Studies of social policy. –2004.

2.3. Socio-psychological service and their role in creating an educational and rehabilitation environment for students with special educational needs at the university

Aim: to reveal the role of the psychological and pedagogical service in the organization of socio-psychological assistance to students with special educational needs at the university

Plan:

1. Characteristics of educational services for students with SEN
2. Organization of socio-psychological service at the university
3. Organization of accompaniment (support) for students with special educational needs at the university

Keywords: socio-psychological service, educational and rehabilitation environment, special or alternative teaching methods.

In the education system, when creating special learning conditions, it is recommended to use the following list of educational services, taking into account students with SEN:

1. Changes in the curriculum and educational programs.
2. Changing the ways of evaluating learning outcomes (student achievements).
3. Use of variable, special and alternative teaching methods.
4. Selection of textbooks, teaching aids, preparation of individual teaching materials.
5. Choice of the form of education.
6. Creating a barrier-free environment and adapting the place of study.
7. The need for compensatory and technical means.
8. Help of an assistant of pedagogue.
9. Socio-pedagogical assistance.

Let's characterize each of these educational services:

1) *Changes in the curriculum and educational programs.*

The decision on the need to change the curriculum and training may be taken by the educational and methodological commission.

2) Changing the ways of evaluating learning outcomes (student achievements)

The need to change the method of assessing the student's educational achievements appears in cases where:

- the student is studying according to special, reduced or individual programs;
- alternative teaching methods are used in the student's education.

Table 1.

Changing the methods (procedures) for assessing educational achievements and control materials.

Changing the methods (procedures) for assessing learning outcomes	
	Short, slow, repetitive, verbal instruction of the teacher (instead of written instruction)
	Providing extra time to complete work
	Providing the opportunity to complete tasks only orally / in written form
	Ability to perform a written control task using a tablet, laptop
	Other
Changing Control Materials	
	Adaptation of the wording of the instruction: breaking it into several parts in accordance with the stages of the task
	Reducing the number of control tasks
	Individual control tasks (in accordance with individual learning goals), different from control tasks for the whole group
	The use of illustrative and other reference materials (tables, schemes, samples, reference materials) that facilitate the performance of the control task
	Other

3) Use of special or alternative methods of learning. The identification of this educational need is carried out, first of all, by the teacher and specialists of the psychological and pedagogical accompaniment service of the university. The need to train a student

using special or alternative methods may be recommended by the Academic Council of the faculty. Teaching students with SEN is carried out through the usual teaching methods used by the teacher for the entire group in combination with special and alternative methods.

The form or way in which conventional teaching methods are applied is adapted to the individual characteristics of the student. Most often, adaptation of the learning tasks used by the lecturer for the entire group, as well as the ways they are presented to the student, is required (Table 2).

Table 2.

Adaptation of educational tasks and methods of their presentation to the student.

Variants of adaptation of educational tasks and ways of their presentation to the student	
1	The number of tasks per time period is reduced.
2	Learning tasks are simplified
3	The text is shortened for reading, for writing.
4	Individual tasks are offered, different from the tasks performed by other students.
5	Short and step-by-step instructions for completing tasks are provided.
6	More time (exercises) is provided for repetition, consolidation of what has been learned.
7	Oral explanations are illustrated with gestures, drawings, pictures, objects.
8	The types of student activities in the classroom change more often.
9	Reduced amount of information to learn by heart.
10	The student will be allowed to speak aloud while writing.
11	The student is offered a subject-practical activity that reveals the essence of a new concept studied in the classroom.
12	The student is invited to use algorithmic prescriptions, work samples, tables, reference materials

When teaching students with disorders of psychophysical development often there is a need to use special teaching methods. Special teaching methods have been developed by special pedagogy and are used for various categories of students: with hearing, vision, intelligence, musculoskeletal disorders, mental retardation, speech disorders. In the conditions of the university, you can use such special methods, techniques and teaching strategies as the method of «small steps», reliance on subject activity and visual aids, continuous repetition of what has been studied, the use of methods of comparing and contrasting the concepts being studied, etc. These methods can help to firmly master the educational material. Alternative (other possible) methods are recommended in cases where teaching by conventional and special methods does not provide the student with certain learning skills: writing, reading, counting, or mastering certain subjects. Alternative teaching methods are usually used for students with specific learning difficulties due to the violation of certain mental functions (perception, memory, attention, praxis). Alternative teaching methods include: the method of global reading, learning to count using the Numicon methodology, the Montessori system and other innovative psychological and pedagogical technologies, as well as computer. First of all, alternative teaching methods should be known and used in individual development work by specialists of the accompaniment service: psychologists, special pedagogues.

4) Selection of textbooks, teaching aids, preparation of individual educational materials.

The decision of the need to use special textbooks and manuals, individual educational and didactic materials is taken by the teacher of the student's needs for assistance. Special textbooks and teaching aids are selected taking into account changes in the curriculum and educational programs, according to which a student with special educational needs is studying. Students with SEN who study in a regular reduced program group use the same textbooks as the whole group. Special textbooks and other educational materials must be used in the general group for students with disabilities:

- vision (books with enlarged type; textbooks for the blind printed in Braille; relief drawings, charts, special dummies);

- musculoskeletal system (copy with large print, etc.);
- hearing (teaching aids using symbols (sign language); video materials with captions; educational computer programs, etc.);

Students with SEN are taught using conventional or special educational and methodical complexes.

5) Choice of the form of education.

Teaching a student with special educational needs may be organized:

- in a regular group (no more than 2 students, while the number of students in the group must be reduced by 3 for each student with SEN);

- in a special group (10-12 students);

- in a special room for psychological and pedagogical support (individually or in a subgroup) [1].

6) Creation of a barrier-free environment and adaptation of the training place.

Barrier-free environment refers to the provision of physical access at the university for students:

- with limited mobility: transportation, ramps, railings, lifts, elevator, specially equipped training place (table, chair), common areas (toilet, dining room, etc.);

- blind: tactile paths, tactile signs, railings, etc.

Adaptation of the learning place involves the adaptation of the environment

learning tailored to the individual needs of the student. These include:

- physical features: to sit at the first desk for students with impaired hearing, vision or short stature; a table lamp for a visually impaired student, etc.;

- behavioral features: to sit at the first desk for a student with hyperactivity, who needs individual support and teacher control. Other possible options for determining the workplace:

- on the last desk;

- sit alone;

- sit on a special seat or stand at the desk (for improving concentration), etc.

7) *The need for compensatory and technical means.*

In the educational process, students with limited mobility, hearing, vision, speech impairments use individual technical and compensatory means obtained in the prescribed manner in accordance with the List of compensatory, technical and auxiliary means approved by the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan [2].

8) *Socio-pedagogical assistance.*

The need for the help of a social pedagogue is determined by the accompaniment service (dean's office, department). A social pedagogue provides assistance to students from families of social risk in accordance with their duties and work plan.

2. Organization of socio-psychological service at the university

The socio-psychological service is a complex technology, a special culture of support and assistance to students in solving the problems of development, training, education, socialization.

Table 1.

Socio-psychological service as a complex technology

The socio-psychological service is a complex of various diagnostic, correctional and developmental, preventive, organizational and educational technologies.	
<i>The main stages of socio-psychological support.</i>	
<i>The first stage-diagnostic</i>	It is a primary analysis of all the components that form the basis of socio-psychological accompaniment. These components include: assessment of the resources of an educational institution for the implementation of inclusive processes, as well as forecasting the number of students with disabilities (preparatory stage); assessment of the composition of students in all parallels, preparation (implementation stage) of individual educational programs, their components.

Table continuation

<p>The second stage - <i>individual accompaniment</i></p>	<p>As part of the development of an individual accompaniment program, the targets for comprehensive socio-psychological support are determined. After a detailed definition of all the educational needs of students with disabilities, the specialists of the university for the organization of psychological and pedagogical support prepare separate components of student accompaniment. The result of this stage is a holistic individually-oriented educational program for all its components.</p>
<p>The third stage</p>	<p>The actions of all subjects of the inclusive educational environment are being implemented to implement the program of individual psychological and pedagogical accompaniment for students, at this stage it is important to fix the dynamics of the student's personal progress.</p>
<p>The fourth stage</p>	<p>At this stage of socio-psychological accompaniment, the effectiveness of the activities of individual specialists of the council is analyzed and the effectiveness of student accompaniment in the existing aspects is assessed.</p>

Table 2.

Structure of the implementation of psychological and pedagogical accompaniment for disabled students

Psychological and pedagogical accompaniment for disabled students		
Directions		Performers
1	Psychological and pedagogical prevention of negative psycho-emotional reactions in the learning process in inclusive student groups	Pedagogue-psychologists, social pedagogues, tutors, narrow specialists
2	Psychological and pedagogical support in the process of integrated learning	Pedagogue-psychologists, social pedagogues, tutors, narrow specialists, defectologists
3	Psychological and pedagogical monitoring	Pedagogues, tutors, psychologists

Questions for self-control:

1. Describe educational services for students with SEN
2. Name the types of socio-psychological services at the university
3. What are special or alternative teaching methods?

Assignment for independent work of students

Use concrete examples to demonstrate «Socio-psychological services at the university»

References:

1. Strategic Development Plan of the Republic of Kazakhstan until 2025 (Decree of the President of the Republic of Kazakhstan dated February 15, 2018, No 636)
2. List of compensatory, technical and auxiliary means. Approved by the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan dated November 18, 2004, N 264-11.
3. Kupreeva O.I. Features of psychological accompaniment of students with disabilities // Inclusive education: methodology, practice, technology. M.: MGTU.- 2011. - P. 210-211.

2.4. Psychodiagnostics in the system of psychological and pedagogical support of students with special educational needs

Aim: to introduce diagnostic methods for studying individual capabilities and characteristics of a student with special educational needs, methods for predicting the prospects of his adaptation to the educational process and methods for identifying the features of professional self-determination.

Plan:

1. Diagnostic tasks in the system of psychological and pedagogical support of a person with limited health opportunities.
2. A brief overview of possible and promising diagnostic methods for studying a person with special educational needs in a university environment.

Keywords: *projection, projective diagnostics, method of projective drawing, projective drawing tests, drawing technique, visual products.*

1. Diagnostic tasks in the system of psychological and pedagogical support of a person with limited health opportunities.

The main goal of psychological and pedagogical support of a person with limited health opportunities, but at the same time studying in an integrated (inclusive) environment is to focus on the formation of a full-fledged personality, providing conditions for the successful manifestation, as far as possible, of all her abilities, the formation of a «holistic, thinking and feeling person».

The concept of accompanying a person with special educational needs arose based on the theoretical idea of a humanistic attitude to such a person, it implies not only cultivating his individuality, but also paying attention to his self-manifestations in various situations, his activity and initiative, self-awareness and self-esteem.

At the same time, the practical implementation of the concept of psychological and pedagogical support of a person is impossible without solving the following tasks:

- systematic control of the psychological state reflecting the peculiarities of mental development in the process of university education;

- study of individual capabilities and characteristics of a student with special educational needs;

- forecasting the prospects of its adaptation to the educational process at the university;

- identification of features and problems of self-manifestation in situations of development, training (mastering a profession);

- study and analysis of the features of professional self-determination affecting the further course of development of an individual with special educational needs, his personal and professional growth.

As we can see, these tasks are of a diagnostic nature, when solving them, a new set of tasks is launched related to the formation of special opportunities for effective learning and self-development; the creation

of psychological and pedagogical conditions that are the basis for helping a student with special educational needs (having difficulties related to personal development, educational activities and behavior).

2. A brief overview of possible and promising diagnostic methods for studying a person with special educational needs in a university environment

We will give a brief overview of the solution of the tasks of psychological and pedagogical support of a person with special educational needs in a university environment, which will outline a range of possible and promising diagnostic methods that can effectively reflect the problems and aspirations of people with health restrictions, but who want to get a high-quality higher education.

In the system of psychological and pedagogical support of students with special educational needs, the main diagnostic material for identifying psychological problems of students is the visual products of participants (Rogers K. [1], Vygotsky L.S. [2], Burno M. E. [3], Veremeenko N. I. [4], Rozhnov V.E., Sveshnikov A.V. [5], Rudestam K. [6], Serov N.V. [7], Teplov B.M. [8], etc.). That is, it can be said that projective drawing tests and even expressive projective methods [9] have deeper diagnostic capabilities than scale or psychometric tests.

The essence of projective methods consists in presenting an insufficiently structured, indefinite, incomplete stimulus (visual image or plot) to the diagnosed person. The stimulus material should not be indifferent to the respondent (in cases where the problem of the diagnosed is obvious), or because of the reference to experience, it acquires one or another personal meaning. This is how the processes of fantasy and imagination are generated, in which certain characteristics of the personality are revealed. At the same time, there is a projection (attribution, transfer) of the mental properties of the subject to the task material (photo image, drawing).

The specificity of the projective method consists in its focus on identifying primarily subjective-conflict relations and their representation in the individual consciousness in the form of «personal meanings» or «significant experiences».

Projective drawing is also considered as an auxiliary method in group psychological work, which allows to identify and «work out» communication difficulties, emotional problems, etc. The theme of the drawings is selected in order to maximize the opportunity for participants to express their feelings and thoughts graphically or by drawing. As we mentioned above, this method allows you to work with feelings that an individual does not realize for one reason or another, or does not voice due to the complexity of their understanding.

However, the use of drawing techniques in the practice of inclusive education is a rather complex and multidimensional matter. Firstly, it is necessary to choose the right projective test suitable for the individual's level of development, taking into account his visual skills and the nosology of the defect.

Secondly, it is necessary to learn to understand the meaning of drawings (deep theoretical training on the basics of interpretation of projective graphic tests is needed).

Thirdly, it is also necessary to have a deep understanding of the sphere of the unconscious and especially the projection mechanisms (in the drawings a person projects his unconscious feelings, conflicts, reactions).

Fourth, it should be taken into account that the projection is especially pronounced when a person feels threatened or defenseless. Therefore, the analysis of drawings becomes one of the main ways to clarify these unconscious feelings.

Noting the importance of the diagnostic aspect of projective drawing methods, I would like to say that in combination with quantitative methods, a qualitative analysis of the products of activity and creativity of individuals with special educational needs allows us to fully present the phenomenological picture of the phenomena studied, to ensure their understanding, that is, to see the subjective meanings, values, human relationships.

At the same time, projective drawing diagnostics can hardly become a self-sufficient method, therefore it plays an auxiliary role in scientific research. In this regard, projective diagnostics is often considered in the group of hermeneutical methods based on feelings

and intuition. Hermeneutical methods themselves are designed to reconstruct the internal logic and meaning of certain actions of the subject, which have a symbolic expression).

Based on the thesis that psychodiagnostics predetermines the success of other types of activities - correction, prevention and prognosis [10], we consider it necessary to identify the most optimal diagnostic methods for application to respondents with special educational needs.

In the context of integrated learning, it is undesirable to allocate students with special educational needs to a special group. Here, taking into account anomalies in the development or health limitations of the contingent, it is recommended to use tests and methods of mass use.

To solve the problem of systematic control of the psychological state of the student, reflecting the peculiarities of mental development in the process of university education, methods based on self-assessment are acceptable [11]:

The method of G. Eysenck «Self-assessment of mental states».

With the help of this self-assessment test, the levels of the main mental states are measured: personal anxiety, frustration, aggressiveness, rigidity. 40 statements grouped into four blocks represent the methodology. Each of the blocks correlates with one of the four identified mental states. The questionnaire has a ready-made form in which respondents circle the number that is suitable for them in points, standing opposite each statement (2, 1, 0). If the statement suits them, then they circle the number 2, if it does not quite fit, then put the number 1, if it does not fit, then put 0.

«C.D. Spielberger's anxiety assessment Scale» (adapted by Yu.L. Khanin). This test is intended for self-assessment of the level of anxiety during the study period (reactive anxiety as a condition) and personal anxiety (as a stable personality characteristic).

It is known that a certain level of anxiety is characteristic of all people and to some extent, it is a natural feature of an active and active individual. This is the so-called optimal or desirable level of anxiety; in the psychology of states, it is called «useful anxiety».

An individual's self-assessment of his condition is an essential component of self-control and self-education for him. This moment is taken into account in this scale.

Reactive anxiety, also called situational, as a state is expressed by subjectively experienced emotions: tension, anxiety, preoccupation, nervousness. It often occurs as an emotional reaction to a stressful situation. People who are highly anxious in many situations tend to perceive a threat to their self-esteem and vital activity, so they react with a pronounced state of anxiety. There is a jump of nervousness, tension, etc.

Whereas personal anxiety is an individual, stable characteristic of a person, reflecting the predisposition of the subject to anxiety. It assumes that an individual has such a feature as the perception of a huge number of situations as threatening. At the same time, the individual's psyche responds to each of the situations with a certain reaction.

As a predisposition, this type of anxiety is activated in an individual when certain stimuli are perceived or interpreted by him as dangerous to the individual in psychological or other terms, damaging to his self-esteem and self-esteem.

Most of the available methods of measuring anxiety make it possible to evaluate only personal anxiety, or a state of anxiety, or a complex of concomitant conditions, but separately. The same scale allows you to differentially measure anxiety both as a personal property and as a temporary state in one test.

The questionnaire «Well-being, activity mood» is aimed at identifying these states of an individual. It consists of 30 pairs of opposite characteristics, the subject is asked to assess his condition based on descriptions. Each pair of characteristics is a scale on which the subject notes the degree of severity of one or another characteristic of his condition.

The questionnaire was created in the 70s of the twentieth century by Soviet psychodiagnostic researchers - V.A. Doskin, N.A. Lavrentieva, V.B. Sharai, M.P. Miroshnikov. The authors of the methodology proceeded from the fact that the three main components

of a functional psycho-emotional state (well-being, activity, mood) can be characterized by polar assessments.

Today, the «Well-being, activity, mood» questionnaire is still in demand and has found wide distribution in assessing the mental state of sick and healthy individuals, psychoemotional response to stress, in the field of identifying individual characteristics and biological rhythms of psychophysiological functions of people in work, etc. In application to persons with health limitations, the help of an assistant is needed to voice characteristics and help in choosing polarities.

The method of diagnosing the level of social frustration by L.I. Wasserman (modified by V. V. Boyko). If we talk about social frustration, we can say that this is a form of mental stress, which is caused by dissatisfaction with the achievements and position of an individual in socially defined hierarchies. It also conveys the emotional reaction (or attitude) of a person to the positions that he has managed to occupy in society at this point in his life.

That is, we can say that the questionnaire is focused on determining the degree of dissatisfaction with social achievements in the main aspects of life.

It is also necessary to take into account the fact that the state of frustration is accompanied by various negative experiences, such as disappointment, irritation, anxiety, despair, bitterness. The energy of these experiences encourages us to actively connect the intellect, which, in turn, does not find a way out of the situation. This is because obstacles and difficulties are objectively insurmountable. As a result, the emotional tension only increases.

The individual must either behave rationally, or lower his claims, or accept difficulties, or stop thinking about both. But often he is simply unable to break the energy tie that has arisen between intelligence and emotions. As a result, he finds himself in psychological stress or plunges into a deep depression.

Students with special educational needs have frustrating reactions largely than ordinary students, because the presence of physical limitations and the lack of effective help from others cause contradictions in the understanding of a barrier-free environment. Sometimes the non-standardness of emotional and behavioral

reactions observed by us in certain situations, emotional «withdrawal into oneself», refusal to interact and the search for individual ways to overcome emerging obstacles are manifestations of social frustration. Therefore, studying it and some work to overcome it is simply necessary in an inclusive environment of an educational institution.

To solve the problem of studying the individual capabilities and characteristics of a student with special educational needs, it is also desirable to use general (mass) methods and tests, personality questionnaires [12]:

- Hans Eysenck Personality Questionnaire (EPO)

Published in the 60s of the twentieth century, the more popular third version of the questionnaire consists of two scales - extroversion / introversion and neuroticism. There is an additional «lie scale» - to assess the sincerity of the answers. The previous two versions of the questionnaire (A and B) differ only in the text content of the questions. This makes it possible to conduct repeated comparative studies. There is also a youth version of the questionnaire designed for children and adolescents 10-15 years old. There are various approaches to the definition of the concept of «extraversion» within the framework of the theory of C.G. Jung, G. Eysenck, R. Kettell, etc. In general, this is a characteristic of individual differences. According to Eysenck, according to his three-factor theory of personality traits, extroversion manifests itself in sociability, activity, optimism, self-confidence and impulsiveness of personality. Introversion has such a set of stable signs: perseverance, rigidity, subjectivism, modesty, irritability.

Neuroticism (neuroticism) is characterized as a personality trait or feature of the psyche, expressed in increased anxiety, low self-esteem and self-esteem, increased guilt, emotional instability. High indicators on the neuroticism scale indicate the mental instability of the individual.

- The methodology of the «Big Five personal qualities» by A.G. Gretsov [13].

This technique is aimed at assessing the applicability to yourself of each of the forty statements given. You need to indicate your answers with one of the digits:

0 - no, it's not about me;

1 - sometimes it's about me, sometimes it's not;

2 - yes, it's definitely about me.

Respondents evaluate their five personality characteristics, setting from 0 to 2 in accordance with their manifestations:

✓ Extraversion - introversion.

✓ Neuroticism (increased emotionality of reactions) - emotional stability.

✓ Openness - closeness to a new experience.

✓ Consciousness - lack of coordination (reflexivity - impulsivity).

✓ Benevolence - hostility (or a tendency to cooperate - a tendency to compete).

- The methodology «Constructiveness of motivation» was developed by R. Burns, and was later adapted by O. P. Eliseev for the purposes of professional orientation. It is consistent with the typology of motivational strategies of V. A. Yakunin (Table 1).

Table 1.

Motivational strategies according to V. A. Yakunin and their characteristics

Internal	External	Subject	Object
internally defined behavior	externally defined behavior	the tendency to self-change behavior	the tendency to objectify behavior
Dichotomies (duality) of motivational strategies			
Internal-subjective	External-objective	External-subjective	Internal-objective

The methodology is given with instructions to present yourself as an examiner evaluating judgments. One or two evaluate unsatisfactory judgments of the respondent. The judgments that coincide with the respondent's personal opinion, or are close to it, receive a «4» or «5». The score «3» is not used. Every judgment should be evaluated without much thought. Judgments are stable expressions, such as: *The first pancake is a lump, to be afraid of a wolf is not to go into the forest.*

The essence of the technique is to correlate points with a key in which each strategy has its own dichotomy (duality) and is represented by a wild beast: «panther» – an internally-subjective strategy; «lion» - an internally-objective; «bear» - an externally-subjective; «tiger» - an externally-objective strategy.

- Test of increasing difficulty - «The method of J. Raven.»

It can be used to study the intellectual abilities of a student with special educational needs, because the test is designed to diagnose the intelligence of people from 8 to 65 years old. The respondent is presented with drawings with figures; the figures are arranged in a certain way based on a certain dependence - regularity. One figure is missing in each drawing, and at the bottom, it is represented among 6-8 other figures. The essence of the test: to establish a pattern linking the figures in the figure, and on the questionnaire to indicate the number of the desired figure from the proposed options.

According to the instructions, it is necessary to perform the task at the maximum pace. At the same time, the decision time is limited to 30 minutes. The answer form itself is a sheet with the respondent's surname and task numbers, next to which he must mark the number of the selected drawing.

After calculating the total number of correct answers, their number is summed up, then the number of points scored by the respondent is calculated using the recalculation table.

At the same time, in case of impaired thinking functions or reduced intelligence of students of the studied category, this test is not recommended.

At the initial stages of studying at the University, the problems of adaptation of students in the educational process of the University are acute, and students with special educational needs are often more maladapted than their ordinary peers. For students with health restrictions, not all adaptation tests of mass use are applicable. We propose the following optimal set of two techniques:

- The technique of «Self-assessment of psychological adaptability» [12] - to determine the level of socio-psychological adaptability of the individual. Its authors Fetiskin N.P., Kozlov V.V., G.M. Manuilov, who identified five levels of socio-psychological adaptability from high to low, giving them certain characteristics.

The methodology is represented by 15 questions divided into two groups (group A is represented by 10 statements, group B by five). If the respondent unconditionally agrees with the statement, then writes the answer «yes», if he does not agree - «no».

To process and interpret the results, the authors have developed an original counting system: it is necessary to calculate the sum of positive responses to the statements of group A (from 1 to 10). In the same way, the sum of positive responses to the statements of group B (from 11 to 15) is calculated. Next, the second amount is subtracted from the first amount and as a result, an indicator of the degree of psychological adaptability (flexibility) in the process of activity is obtained. This technique has been selected as effective for students with special educational needs due to the small number of statements, the ease of their content for listening and for the reason of simple processing and interpretation, which does not require additional involvement of a specialist.

- Adapted expert questionnaire «The level of adaptation of the student in the educational process».

The questionnaire was also chosen because it does not require efforts on the part of a student with special educational needs. Teachers together with the curators / advisors of the group fill it in. They set scores from 0 to 5 on six scales: educational activity; assimilation of program materials; behavior to classes; relationships with fellow students; attitude to the teacher; emotions.

The results of such a comprehensive diagnosis make it possible to conduct an initial acquaintance with possible learning and adaptation difficulties for students with special educational needs, and become the basis for career guidance work with students intending to drop out of university. Such activity allows you to create a positive attitude of students for further education, increase their motivation, interest, and set them up to achieve success. Working with a psychologist helps to better understand yourself, your problems and outline ways of self-development.

It is very important to identify students of «risk groups» - these are students who, for one reason or another, may have certain difficulties in adapting. After analyzing the diagnostic results, it is

necessary to conduct individual conversations with curators / advisors, supplementing information about students with pedagogical observations, because of which students who require special attention and control are singled out.

In addition, with students with special educational needs, it is possible to use methods and questionnaires to identify professional self-determination. The use of these psychodiagnostic tools is possible taking into account the state of health and nosologies of students. In some cases, the participation of an assistant is necessary to voice the test questions or help in filling out the methodology forms. We offer an optimal set of diagnostic techniques in this area:

- Activating career guidance questionnaire «Crossroads of professions» (E.Y. Pryazhnikova) [14]. The methodology consists of two parts:

1. The first one - «Crossroads - 1» is aimed at determining the most attractive / preferred and at the same time real for the student «subjects (spheres) of work», as well as at identifying external and internal means of labor activity - «means of labor». This, in turn, allows you to specify the most attractive professions. This is done according to a special table – where it is possible to detect intersections, i.e. at «intersections» of attractive objects and means.

2. The second one - «Crossroads - 2» is an additional or auxiliary one. It is designed to determine the most attractive «level of professional education» for a student and his expected «level of independence in work». As a result, this allows us to correlate the level of professional preferences (claims) of the student and his willingness to independently, proactively and creatively implement his claims. A special table – also determines it by analyzing intersections, that is, «intersections» of the level of professional education and the level of independence.

- The methodology «Building a personal professional perspective» (N.S. Pryazhnikov [15]) is a short open questionnaire. With the help of the respondent's reasoning answers, it is possible to make a generalized assessment of the prospects for his professional and personal development. If you conduct a conversation with the respondent individually, then you can focus on the components of the

LPP themselves, which are more complete in their content than the questions. They also take into account the positive characteristics of the respondent's situation largely.

- Methodology «Scheme of alternative choice (place of work) (E.Y. Pryazhnikova, N.S. Pryazhnikov [15]) looks like a theoretical model of choice (table).

The essence of the methodology is a generalized consideration of the most complex issues related to decision-making and planning the prospects for the development of a young person. In comparison with many other forms of work, the table allows complex things to be presented in a simple and understandable form due to clarity.

It is proposed to compile a table in which 2-3 options for the future profession are marked horizontally, and vertically - factors and conditions that are important for choosing a profession (20-30 factors). For the convenience of work, respondents are given a list of such factors. In the course of filling in the table, the importance and hierarchy of these factors become clear (it is advisable to consider it when filling in).

After all the factors important to the student are entered in the table, he is asked to identify 5-7 of the most significant. Next to these factors, a mark of special significance is placed - x 2. Next, he is invited to assess for himself how each of the factors corresponds to the selected options.

To do this, a scale is used: 0 - factor does not correlate at all with this option; 1 - factor correlates with the option, but very weakly; 2 - factor has some relationship with the option; 3 - factor correlates with the option; 4 - factor correlates very well with the option.

After that, 2 multiply the points obtained for the most significant factors. Then the total amount of points is calculated for each option.

The option with the highest score is most likely the most preferred for the student. At the same time, the obtained indicators are only the basis for thinking about the chosen profession, educational institution and possible place of future employment.

The alternative choice scheme is most effective in individual work, although it can also be used in working with a small group of 5-8 people, when elections are discussed together, arguments are given.

As a result, discussions and disputes/debates may even arise regarding a particular choice, which in turn activates all those involved, gives importance to the selection procedure and thereby roots the opinion about the importance of choice for further self-determination.

- The methodology of the Lifestyle Index (LSI) [16] was developed based on the psychoevolutionary theory of R. Plutchik and the structural theory of personality of H. Kellerman. It allows you to diagnose the system of psychological defense mechanisms, identify both the main mechanisms and assess the degree of tension of each of them. The methodology includes 97 statements; respondents need to evaluate them by the type «true - false». Thus, eight types of personality defense mechanisms are measured: repression, denial, substitution, compensation, reactive education, projection, intellectualization (rationalization) and regression. Each of these defense mechanisms corresponds to 10 to 14 statements describing a person's personal reactions arising in various situations. Based on the answers, the profile of the protective structure of the subject is built.

So, as we see from the review of methods, diagnostic work should occupy a special place in the system of psychological and pedagogical support of students with special educational needs, play the role of an indicator of the effectiveness of health, adaptation, correctional development and educational activities.

The variety of manifestations and different severity of developmental disorders makes it difficult to apply certain methods of mass use. But their application, taking into account the specifics of health limitations, provides a wide opportunity to include students with special educational needs in the general system of the educational process by revealing their characteristics, personal specifics, intellectual abilities and at the same time individual limitations for their further consideration in the correctional and developmental process of inclusive education.

Questions for self-control:

1. Why is projective drawing psychodiagnostics preferable to other diagnostic methods?
2. What is the main diagnostic material in projective methods?

3. What tests and methods of mass use are applicable in the conditions of integrated (inclusive education)?

4. What methods for identifying the adaptation of students with special educational needs in the educational process are applicable in the inclusive environment of the student group?

5. What personality questionnaires can be used with students with special educational needs?

6. Describe the use of methods and questionnaires to identify professional self-determination among students with special educational needs.

7. Briefly describe the well-remembered methodology from the group of personality questionnaires.

8. Which of the questionnaires or methods for identifying professional self-determination seemed to you more effective for working with students with special educational needs?

Assignment for independent work of students

To diagnose students using one of the projective techniques; highlighting the drawing work of a student with special educational needs, to identify problem areas of personality.

References

1. Rogers K. A look at psychotherapy. The formation of man. M.: Progress; Univer, 1994. - 480 p.
2. Vygotsky L. S. Psychology of art / General ed. V. V. Ivanov, comment. L. S. Vygotsky and V. V. Ivanov, intro. art. A. N. Leontiev. 3rd ed. Moscow: Iskustvo, 2010. -573 p.
3. Burno M. E. Psychotherapy by creative self-expression. Yekaterinburg: Business Book, 1999. - 363 p.
4. Veremeenko N. I. Socio-psychological features of the use of dance-motor methods in the group form of work: diss. ... cand. psychological sciences. Yaroslavl, 2003 - 220 p.
5. Rozhnov V. E., Sveshnikov A.V. Psychoesthetotherapy: A guide to psychotherapy. Tashkent: Medicine of the Uzbek SSR, 1979. - 639 p.
6. Rudestam K. Group psychotherapy / K. Rudestam. - St. Petersburg: CJSC «Publishing House «Peter», 1999. - 384 p.
7. Serov N. V. Svetotsvetovaya therapy. SPb.: Speech, 2001. - 256 p.

8. Teplov B. M. Psychology of musical abilities. M.: Nauka, 2003. - 378 p. Series (Monuments of psychological thought).
9. Psychological assistance and counseling in practical psychology / Edited by M. K. Tutushkina. St. Petersburg: Didactics Plus, 2001. - 352 p.
10. Art therapy: a textbook / Edited by A.I. Kopytin. St. Petersburg: Peter, 2001. pp.56-57.
11. Dolgova V.I., Rokitskaya Yu.A. Diagnostic and analytical activity of a psychologist in the field of education: Textbook. – M.: Publishing House Pero, 2016. - 276 p.
12. Barabanov, R.E. Psychological diagnostics: a textbook for higher educational institutions / R.E. Barabanov; edited by S.V. Zhundrikova; Moscow Information Technology University - Moscow Institute of Architecture and Civil Engineering. – M., 2019. - 164 p.
13. Gretsov A., Azbel A. Psychological tests for high school students and students. - St. Petersburg: Peter, 2012. - 208 p.
14. Diagnostics of professional formation of personality: studies.- method. manual / comp. Ya.S. Suntsova, O.V. Kozhevnikova. Part 3. - Izhevsk: Publishing house «Udmurt University», 2012. - 144 p.
15. Into the digital future with confidence: career guidance activities of libraries in cooperation with other structures: a collection of methodological and informational materials / comp. N. V. Bychkova. - Novosibirsk: Novosibirsk Regional Youth Library, 2021. - 70 p.
16. Career Choice Guide: an illustrated guide to finding a profession. - Moscow: EKSMO; London: Dorling Kindersley Ltd, 2016. - 320 p.

2.5. Tutor of inclusive education in higher school

Aim: To reveal the essence and activities of a tutor in working with students with disabilities in educational institutions.

Plan:

1. The concept and essence of «tutor», «tutor accompaniment»
2. Peculiarities of tutoring activities to accompany students with special educational needs at the university
3. The main types of work and the content of the activities of the psychological and pedagogical accompaniment of the tutor
4. Stages and forms of tutor accompaniment for students with special educational needs at the university

Keywords: tutor, tutor accompaniment, students with special educational needs.

The problem of inclusion in present-day world does not lose its relevance. The state policy of the Republic of Kazakhstan in the field of social protection is aimed at creating optimal conditions for the life of disabled people.

«Inclusion» in translation from English. language means «inclusion», from the French language *inclusif* - including, from Latin *include* - I conclude, include, in a general word - included education [1].

People with disabilities need more than others: specialized socio-psychological assistance and tutor support will help the student to adapt faster and more efficiently at the university if the tutor is prepared and knows his activities at the university.

1. The concept and essence of «tutor», «tutor accompaniment»

American scientists E. Gordon, R. Morgan, C. O'Malley, D. Pontisell consider tutoring as a vital educational practice. Tutoring, in their opinion, is designed to help both teachers, who will constantly improve throughout their activities, and students who will comprehend the practice of self-improvement and self-realization in a rapidly changing world [2]

Tutor - (English *mentor, guardian, I observe, I care*) - a person who accompanies a child for a number of years, building his developmental trajectory [1, p.70].

Tutor accompaniment is a pedagogical activity for the individualization of education, aimed at identifying and developing educational motives and interests of the student, searching for educational resources to create an individual educational program [1, p.70].

2. Peculiarities of tutoring activities to accompany students with special educational needs at the university

The aim of tutoring is to include the student in the environment at the university. The tutor ensures the development of individual educational programs for the student and accompanies the process of individual education at the university.

The aim of the psychological accompaniment of the personality is to organize cooperation with the child, aimed at his self-cognition, the search for ways of self-management by the inner world and the system of relations (Dukhnovsky S.V.) [3 p.93].

The success of a student's involvement in student life should be determined in terms of his development:

1. *cognitive (cognitive) sphere: knowledge and skills;*
2. *communicative sphere: the ability to communicate;*
3. *emotional sphere: psychological adaptation to the learning process in a group, the emergence and maintenance of a positive emotional mood in relation to the learning process and being in a student environment;*
4. *independence.*

Tasks of a tutor when accompanying a student at a university:

- Creation of an educational space of the most comfortable conditions (access to the university, classroom, organization of the workplace, places of rest, mode of organization of the educational environment)

- Assistance to the student in solving urgent problems of development, learning, socialization (inclusion in the environment, the formation of positive interpersonal relationships in the team)

- Psychological support of adequate and effective educational programs. Assistance in the assimilation of relevant educational programs, overcoming learning difficulties.

- Competency development of accompanying.

- Ensuring and organizing support of other specialists [5].

The main task of a tutor is to create favorable, comfortable conditions for a student with special needs;

Comfortable conditions are such conditions under which a student with developmental disabilities will be able to master the curriculum adapted for him at a convenient pace and in an appropriate volume.

These tasks are achieved by the following *means*:

1. Organization and adaptation of the *living space: workplace, resting place and other places* where the student is.

2. *Understanding by the tutor and teachers of the zones of proximal development of a student with developmental disabilities, reliance on his internal, hidden resources, dosing of the load, adaptation of educational material, adaptation of teaching aids.*

A tutor is an intermediary between a student with developmental disabilities and other students and adults in the student environment.

Tutor functions:

- orienting function associated with the incorporation of students in the tradition of the university, orientation in the space of the university, adaptation to the university educational process, introduction to research activities;

- a social function associated with assisting in building social relations in a group in the process of joint study and work (Akinshina I.B.) [4 c.4].

To the functions of tutor support Kovaleva T.M., Kobyshcha E.I., Popova (Smolik) S.Q., Teneg A.A., Cheredilina M.Yu. include:

— information and analytical accompaniment of individual stages of educational activities, development and implementation of an individual educational program (IEP);

- designing and self-designing scenarios of one's own education;

- developing diagnostics of educational needs, opportunities and prospects of a tutor;

- assistance in the anthropological development of the tutor in order to successfully implement the IEP, incl. through trainings for personal and professional development and self-development;

- technologies for the formation of tutor self-competence;

- tutor navigation and consulting on the problems of education, development and implementation of IEP;

- discussion with the tutor of alternative scenarios of educational activities;

- retrospection of educational activities (method of psychobiography); 9) organization of reflection;

- trainings of self-management, self-regulation of the emotional-volitional sphere and self-recovery of the personality [5 c.34]

The role of the tutor is to provide the student with emotional support, help him move around, feel confident in the organization of education.

The essence of the tutor's professional action is the joint compilation of a map («mapping») of an individual education, formalized in the IEP, with the tutor. Tutoring action, as an integral unit of professional activity, includes three stages:

The first stage: the creation by the tutor of an «excessive» educational environment, primarily due to the disclosure by the tutor

of the educational potential of the surrounding society, its own social, infrastructural, cultural and subject component, as well as the disclosure and use of its own anthropological educational potential.

The second stage: navigation of the educational route by the tutor and/or the tutor himself.

The third stage: strategizing - discussion of the possibility of different scales of the tutor's action.

The completeness of the tutor action is given by the resource scheme of the tutor action: social, cultural-objective and anthropological vectors of resource expansion [5 c.36]

Directions of the tutor's work

- «Explorer», «Defender». Builds trusting and emotional relationships. Resolves conflict situations, emotionally supports (dispenses the study load, helps, monitors).

- Discuss with the group curator. Aims and objectives of the work, possible difficulties, leaving the lesson and returning, character traits, building interaction.

- Tracks the dynamics of development [1].

Tutor (instructor) and his job responsibilities:

Implementation of the individual part of the student's educational program. The tutor conducts consultations and individual lessons on the formation of life skills at the request and contradictions of the student.

Implementation of the student's behavioral program. A behavioral program is a protocol for correcting a student's behavioral reactions that interfere with adaptation in life. The protocol is compiled by the supervisor based on the analysis of the student's behavior.

Accompanying on request and as needed. The task is to create conditions under which the student will be able to most correctly fulfill the jointly developed instruction with specialists and stakeholders in the development of personal growth.

Accompanying the student in significant moments of student life. There are quite a few of these moments (during the session, etc.)

Organization of joint activities of a student with peers at the university. The tutor not only helps the student to communicate with other people, but also involves students in the group, explaining how they can find a common language.

Accounting and recording the results of monitoring the student's behavior.

Collection of data **on the implementation of educational and behavioral programs** of the student. [1]

General responsibilities:

1. The tutor must be careful in the implementation of plans and documentation.

2. He must have a flexible mindset, the ability to learn quickly and switch from one task to another.

3. The tutor must be able to work in a team and promptly fulfill the requirements of the administration.

4. The tutor must know present-day programs and keep track of trends in the world.

3. The main types of work and the content of the activities of the psychological and pedagogical accompaniment of the tutor

«Accompaniment» - assistance to the subject of development in the formation of an orientation field, the responsibility for actions in which lies with the subject himself (L.M. Shchipitsyna) [6]

«Accompaniment» is a method that ensures the creation of conditions for the subject of development to make optimal decisions in various situations of life choice, which is always based on the interaction of the accompanying and the accompanied (E.A. Shants) [7].

Key words: accompaniments; help, support, provision.

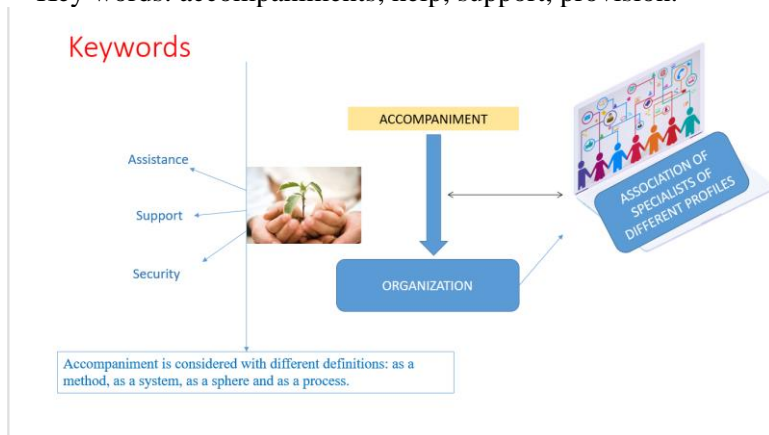


Figure 1. Keywords of the word «accompaniment» [6,7,8]

Fundamentals of socio-pedagogical accompaniment, which are expressed in:

- main characterological features of accompaniment;
- strategic directions;
- in the theory of pedagogical accompaniment and pedagogy of helping relationships;
- in creating conditions;
- in the stages of social - pedagogical accompaniment[6].

The idea of *accompanying* a student in need of real help, due to his inability, for a number of specific reasons, to act independently.

From the standpoint of social pedagogy A.V. Mudrik interprets accompaniment as a special area of activity of the pedagogue, aimed at introducing the individual to the socio-cultural and moral values necessary for self-realization and self-development [9].

The most important provision of the system-oriented approach is the priority of relying on the internal development potential of the subjects (the key position of «Pedagogy of success»), therefore, on the right of the subject to independently make a choice and BEAR RESPONSIBILITY FOR IT.

The role of the accompanying is to teach a person to choose, help him understand the essence of the problem situation, DEVELOP A DECISION PLAN and take the first steps.

Accompaniment functions: diagnostics, information gathering, consultation and primary care (Fig. Tutor accompaniment functions).

Functions of accompaniment may be different depending on the situation. N.P. Spirina singled out the accompaniment functions more extensively:

direction function - to accompany along with someone (satellite, guard, path indicator);

the function of interaction is to accompany, that is, to admonish, to express one's attitude towards something, someone;

the function of participation is to take simultaneous participation in activities;

stimulation function - to supplement, accompany;

the function of improvement is to decorate, enhance the action of someone, something [6]. When accompanying a student, adhere to the principles (Fig. Accompaniment principles).

Accompanying functions (Ye.I. Kazakova, p.13)

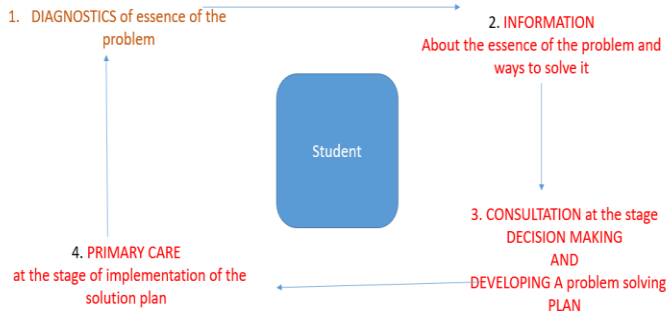


Figure 2. Tutor accompaniment functions [6]

Principles of accompanying a child

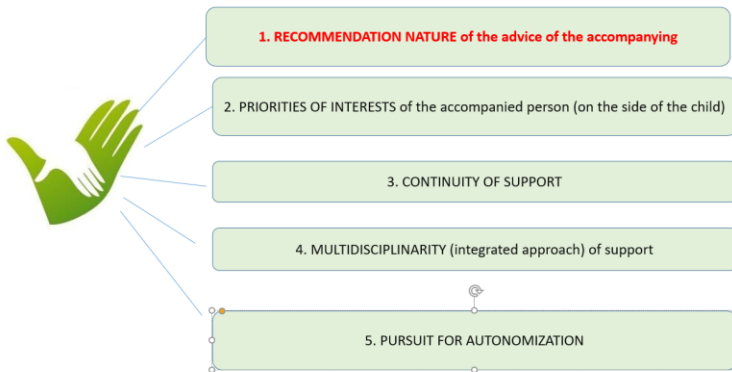


Figure 3. Accompaniment principles [6]

The main types of work and the content of the activities of the psychological and pedagogical accompaniment of the tutor: 1. Psychological education. 2. Diagnostics. 3. Design. 4. Developmental work. Corrective work. 6. Consulting. 7. Expertise.

The main types of work and the content of the activities of psychological and pedagogical accompaniment:

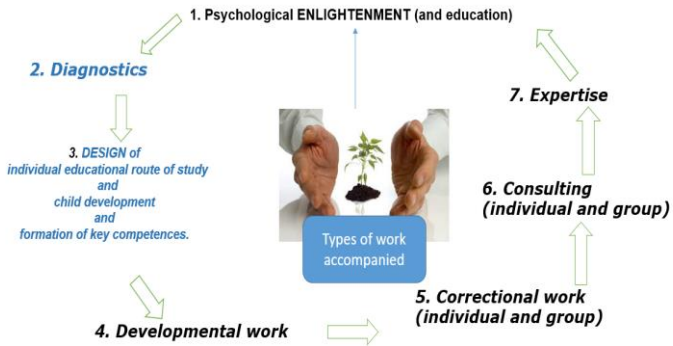


Figure 4. The main types of work and the content of the activities of the psychological and pedagogical support of the tutor [6]

When implementing psychological accompaniment, the following activities are mandatory.

When implementing psychological support, the following activities are mandatory

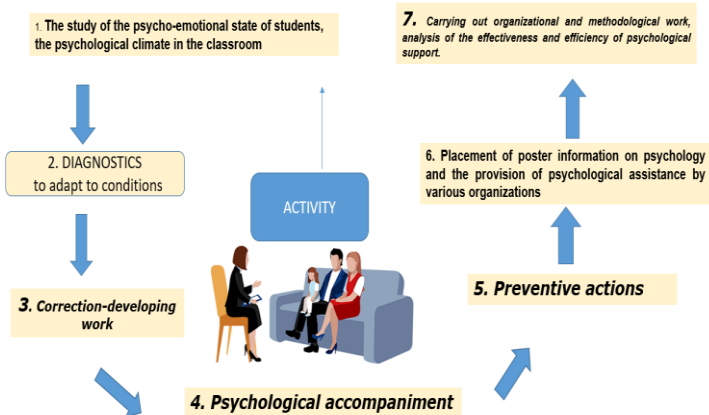


Figure 5. Activities when a student accompanied by tutor [6]

In practice, accompaniment begins to work with a student in the following cases: identifying problems in the course of questioning, diagnostics; appeal from the administration or teaching staff; address of the student on the issue of contradictions and problems. The basis for creating support is the «contract» method.

Directions of support in helping to solve student problems are: choosing a route, overcoming socialization and personal problems, the formation of a healthy lifestyle.

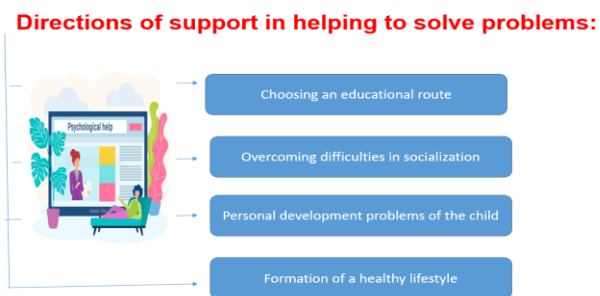


Figure 6. Directions of support in helping to solve student problems [6]

3. Stages and forms of tutor accompaniment for students with special educational needs at the university

With proper accompaniment, an important role is played by a systematic approach and the stages of its implementation in order to achieve a high-quality result in the professional activities of a tutor.

Iskakova A.T., Zakaeva G.Z., Shestakova E.V. proposed stages of individual accompaniment [1 p.18].

1. Collection of student information
2. Analysis of the received information
3. Joint development of recommendations with other specialists
4. Drawing up an individual plan of work with the student
5. Solving the tasks
6. Further analysis of the situation of student development (Technology «Roadmap»), development of a further strategy.

Stages of accompaniment according to S.A. Belicheva:

The first stage is the stage of problematization. At this stage, pedagogues discover and update together with the student the subject of social and pedagogical accompaniment, which is the problem, difficulties. The essence, the causes of the problem are revealed, contradictions are found.

At the second search-variative stage, the search for options for solving the problem is carried out, the degree of adult participation in this process is determined, and the means of accompaniment are also identified.

At the third practical stage, together with the student, real or virtual (in case of imitation of the situation) actions are performed that lead him to solve the problem.

At the fourth analytical stage, adults and students analyze what is happening, predict the possibility of new difficulties and ways to overcome them [9].

L.M. Shipitsyna in stages accompanied by a person included:

- collection of information about the student;
- analysis of the received information;
- joint development of recommendations with specialists and stakeholders in the development of the student;
- counseling; problem solving;
- analysis for further development [6] (Fig. Stages of individual accompaniment according to L.M. Shipitsina).



Figure 7. Stages of individual accompaniment according to L.M. Shipitsina [6 p.22]

To have results, a systematic approach is important, accompanied by a student tutor (Fig. Stages of systemic accompaniment).

Stages of systemic accompaniment (L.M. Shipitsina, p. 23)

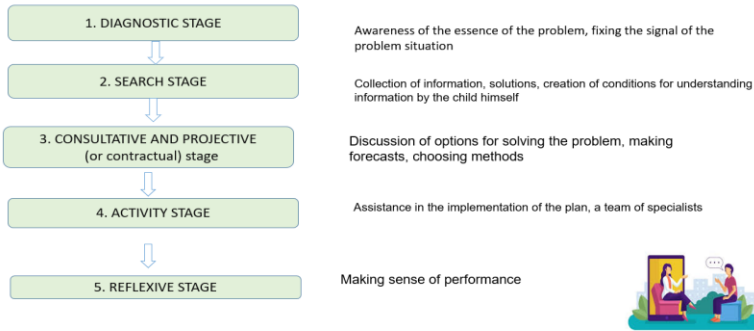


Figure 8. Stages of systemic accompaniment according to L.M. Shipitsina [6 p.23]

Accompanying a student, we take into account 5 areas.

5 areas of accompaniment activities:



Figure 9. 5 areas of accompaniment by tutor according to L.M. Shipitsina [6 p.23]

The semantic purpose of the student's tutor support system in inclusion is associated with TEACHING the individual in METHODS OF INDEPENDENT SEARCH and SOLVING OWN DEVELOPMENT PROBLEMS.

The duration of socio-psychological support depends on the nature of the problem and can be carried out both in a short time and over ... years.

The activity of a tutor within the framework of accompaniment involves (Dukhnovsky S.V.) [3 p.94]:

- analysis of the student environment carried out jointly with pedagogues in terms of the opportunities that it provides for the learning and development of the individual, and the requirements that it imposes on its psychological capabilities and level of development;
- determination of psychological criteria for effective learning and personal development;
- development and implementation of certain activities, forms and methods of work, which are considered as conditions for successful education and personal development;
- bringing these created conditions into some system of constant work that gives the maximum result.

At the same time, the targets of accompaniment are in the following areas: emotional-motivational and behavioral.

Table 1.

**Targets when accompanied a student
(Dukhnovsky S.V.) [3 p.92-97]**

Spheres	Aims of the work	Targets and content of work when accompanied	Stages and means of correction and activities with a person	Working mechanism
Emotionally-motivational sphere	The purpose of the work is to respond to emotional experiences, to remove psychological barriers, which contributes to the orientation of a person to a	The content of emotional states that indicate the presence of a traumatic experience. These include states of neuropsychic (emotional)	Means can be graphic techniques used in art therapy. The mechanism for correcting this target is a reconstruction in a symbolic form of a	Impact on motivation, which subsequently affects the emotional state of a person

	<p>deeper awareness of himself, his psychological problems and characteristics. It will also help increase motivation for further participation in psycho-correctional work.</p>	<p>tension - concern, fatigue, tension; subdepressive states - depression, dissatisfaction, melancholy; states of the phobic circle fear, fear, anxiety, uncertainty. The dominant fears that make up this target are: fear that you will have to subordinate your behavior to external necessity; fear of restrictions; fear of inner loneliness.</p>	<p>conflict, traumatic situation and finding its resolution through the restructuring and rethinking of this situation based on the creative features of the subject. Working with the target is a series of art therapy sessions, each of which consists of the following stages: 1. Introduction - warm up. Graphic techniques and exercises are used, the purpose of which is to overcome difficulties in visual work, stimulate spontaneity, develop imagination and creativity. 2. Graphic work - «execution of the theme.» Exercises and themes are</p>	
--	--	--	---	--

			<p>used that allow a teenager to reflect his life experience and the system of relations with other people, including his attitude towards himself; allowing to explore and correct behavior in various critical situations and express feelings associated with them. This is accompanied by understanding oneself in the context of one's life, against the background of reflection of one's feelings and needs.</p> <p>3. Discussion and end of the session. There is a disclosure of feelings, associations, thoughts associated with the pictorial product and its content.</p>	
--	--	--	---	--

When organizing tutoring at a university, it is important to use all the tools in a complex and take into account world experience and trends in tutoring.

Akinshina I.B. in the article devoted to tutoring examines the experience of Germany in the university. Senior students (tutors) an initiative group in German universities perform the function of mentoring and help first-year students united in a tutorial (group, course) of 5 to 12 people. They answered the questions of first-year students, introduced them to the basics of research activities at the university.

Guidance, support and counseling of students in the group is carried out, as a rule, by qualified undergraduate students.

Roles of tutorship and self-government bodies:

- Assistance to needy first-year students;
- adaptation to the conditions of study, the traditions of the university, in the preparation of an individual schedule;
- publish a guide to the university to make life easier, which contains information about the university, student government, student culture, organize meetings with them, help in finding housing, work, etc.

The forms of activity are:

- a tutorial or tutorial, which is focused on a seminar or lecture in order to repeat the content of the educational material for the exam;
- a tutorial focused on the adaptation of students to the educational process at the university;
- a transitional tutorial focused on the incorporation of first-year students in order to move from the traditions of the school to the traditions of the university;
- a free tutorial, not connected with lectures and seminars, more focused on spontaneously emerging contemporary topics;
- didactically experimental tutorial, acts as a means of self-reflection and optimization of learning at the university [4].

When carrying out tutor accompaniment, types of tutor accompaniment can be applied (Kovaleva T.M., Kobysheva E.I., Popova (Smolik) S.G., Teneg A.A., Cheredilina M.Yu.). see tab. Having defined the tutor position as the position of the teacher, the accompanying student is building his own individual educational program.

Table 1.

Types of tutor accompaniment (Kovaleva T.M., Kobyshcha E.I., Popova (Smolik) SQ. Teneg A.A., Cheredilina M.Yu.) [5 p.72]

Types	Content
<i>Tutoring practice of open (distance) education</i>	Helping the tutor to build learning using skills to work in Internet
<i>Tutoring practice of open education (social context)</i>	The goal of open education is the ability to live in a world where different cultures coexist on an equal basis, there are different logics and different types of thinking.
<i>Tutoring practice of open education (anthropological context).</i>	Open education in the anthropological context is presented, first of all, as a space of all possible resources for any person's own educational movement. The main goal of open education in this case is to teach a person to make the most of various resources to build their educational program.

After that, the main stages of tutor accompaniment are followed:

1. diagnostic,
2. design,
3. implementation,
4. analytical.

The product of their joint action at each stage is filling in a specific specially structured *portfolio folder for a self-assessment tool*.

Table 2

Stages of tutor accompaniment (Kovaleva T.M., Kobyshcha E.I., Popova (Smolik) SQ. Teneg A.A., Cheredilina M.Yu.) [5 c.83-87]

Stages	Content
<i>1. Diagnostic</i>	The first meeting of the tutor with his ward takes place. The tutor fixes the primary educational request of the student, his interests, inclinations, shows the significance of this interest and the prospects for joint work in this direction. Clarifies the student's plans and the image of the desired future (naturally, depending on the age level at which tutor support is deployed).

2. <i>Design</i>	Organization of the collection of information regarding the fixed cognitive interest. The tutor collects a thematic portfolio dedicated to this topic; in terms of content, it is an information portfolio. Materials are collected there for further joint analysis by the tutor and student
3. <i>Implementation</i>	At this stage, the student performs a real search (project, research) and then presents the results of this search.
4. <i>Analytical</i>	Tutor consultation following the results of the entire process of work and presentation, at which the results of the tutor's work were presented. Difficulties that arose during the report are analyzed, group reflection is carried out in order to receive feedback from the audience for each speaker. If possible, an individual, and if the student wishes, a group discussion of the video recording of the performance itself is arranged (the tutor, together with the student, develops the criteria for a successful performance). The analytical stage ends with the planning of future work, fixing wishes in choosing a topic, the nature of the material, group or individual work and one's role in it.

An important point in monitoring the student is the «portfolio of achievements», demonstrating the results achieved in this work by the tutor. Such a portfolio helps to assess the progress of the student in the development of cognitive interest in the chosen field, helps in writing final essays, summaries, and other types of final works.

A portfolio of achievements may include:

- originals or copies of creative works of the tutor;
- feedback and reviews of teachers, external experts working in the area of interest represented;
- reviews of peers, classmates, etc.;
- extracts from the gradebook, rating assessment screen, etc.;
- cover letter of the tutor: assessment of the work and description of the prospects for possible further development;
- summary of the student himself: a brief description of the most important results, from his point of view, achieved in this work.

The tutor applies accompaniment forms. (Fig. Tutor accompaniment forms).

Forms of tutor support [5 c.92]

<i>Forms</i>	<i>Content</i>
Individual tutor consultation (conversation)	<p>Discussion with the tutor of significant issues related to the personal development and education of each student.</p> <p>The purpose of the tutor's conversation is to activate each student, taking into account precisely his abilities, his character traits, communication skills, etc. for further independent work on the formation and implementation of their individual educational program.</p> <p>The basis of the dialogue is a joint search for a way to solve the problem, during which the participants in the dialogue can express their assumptions and defend their own point of view on an equal footing.</p>
Group tutor consultation	<p>Tutor accompaniment of individual educational programs of students with similar cognitive interests is being implemented. Within the framework of such group classes, the tutor simultaneously performs several types of work: motivational, communicative and reflective.</p> <p>Typology of student tutor consultations (N. Pilipchevskaya):</p> <ol style="list-style-type: none"> 1. starting - held at the beginning of the year; on it, students, together with the tutor, outline the immediate goals and objectives, formulate their expectations, plan work individually or as a group of tutors; 2. analytical - a certain stage of the implementation of an individual educational program is analyzed; identify the «pluses» and «minuses» of the event; difficulties and surprises that the tutors had to face, wishes and suggestions for the future are expressed; 3. working - the intermediate results of the current work are summed up, the difficulties in the implementation of the individual educational program, their causes and ways of overcoming are determined; 4. final - the progress of each schoolchild or student in relation to the goals and objectives set initially at a certain stage of the implementation of an individual educational program is recorded; 5. thematic - actual problems are discussed based on the requests and needs of students

Table continuation

Tutorial (educational tutor seminar).	The tutorial involves active group learning aimed at developing the thinking, communicative and reflective abilities of students. This is an open training session using interactive and intensive learning methods aimed at gaining experience in using model and non-standard situations in building individual educational programs.
Training	The aim is to train the development of specific competencies, the formation of constructive behavior.
Modeling	Disclosure of the potential of the specialist.

In our opinion, the form «Meeting» is an effective form. The more meetings with different people of different directions and nature are organized at the university, the more effective the process of development of a student with disabilities will be.

Thus, a tutor at a university in working with students with disabilities plays a huge role in successful socialization. After all, accompanying individually, a person not only knows the environment in education, but also helps to quickly enter the educational environment. At the same time, it uses a rich toolkit that not only adapts the student, but also reveals a huge potential, which is not unimportantly facilitated by a rich educational environment and other interested people in the harmonious development of the student.

Questions for self-control:

1. Who is a tutor and what role does he play in accompanying students of inclusion?
2. What functions does a tutor perform in professional activities with students in inclusion?
3. Expand what stages of accompaniment have been developed in practice by the authors?
4. Describe the steps and give successful examples of tutor accompaniment in practice?
5. What forms of accompaniment are organized?
6. Describe why the «portfolio of achievements» is used in working with tutor students and in inclusion?

Assignment for independent work of students

1. Choose one author proposed to accompany a person, study his methodological recommendations and develop your own additional methodological elements, taking into account current trends in the world.

References

1. Iskakova A.T., Zakaeva G.Z., Shestakova E.V. Adaptation and modification of the educational process in an inclusive environment – ed.manual. Publishing house «L Pride» - Almaty, 2016.-100p.
2. Gordon E., Morgan R., O'Malley C., Pontysell D. A revolution in tutoring: an applied study of best practices, policy issues and student achievement: transl. from English. under scientific ed. S. F. Sirotkin, M. L. Melnikova. - Izhevsk: ERGO, 2010. - 332 p.
3. Dukhnovsky S.V. Psychological accompaniment of adolescents in critical situations: ed.manual. - Kurgan: Publishing House of the Kurgan State. un-t, 2003. - 124 p.
4. Akinshina I.B. Development of tutoring within the framework of student government in higher education in Germany / <https://core.ac.uk/download/pdf/151218608.pdf>
5. Kovaleva T.M., Kobyshcha E.L., Popova (Smolik) S.Yu., Terov A.A., Cheredilina M.Yu. Profession «tutor». M.-Tver: «SFK-office». – 246 p.
6. Shipitsyna L.M. Psychological and pedagogical counseling and accompaniment for the development of the child. M., 2003.-528 p.
7. Kazakova E.I. Pedagogical accompaniment. Experience of international cooperation. - St. Petersburg, 1995. - 27 p.
8. Vasilyeva I.V. Organization of psychological services: textbook.pos. Tyumen, 2011.-144 p.
9. Mudrik A.V. Social pedagogy: a textbook for students. institutions of higher prof. Education. - 8th ed., Rev. and additional - M. : Publishing Center «Academy», - 2013-240 p.
10. Sadvakassova Z.M. Psychological support and accompaniment of the formation of the student's personality in the conditions of additional education / <https://www.kaznu.kz/content/files/pages/folder21049>

III. Practice-oriented technologies for the formation of professional self-determination of students with special educational needs at university

3.1. Art therapy in an inclusive educational environment of higher education

Aim: to reveal the possibilities of art therapy and art pedagogy to ensure the conditions of an inclusive space; to form a holistic view of art therapy and art pedagogical methods and tools used in the inclusive educational environment of the university.

Plan:

1. Art therapy and art pedagogy: key concepts, essence and specifics.
2. Art-therapeutic and art-pedagogical methods and techniques.
3. A brief review of the educational literature in the field of the application of art technologies in inclusive practice.
4. Methods of art therapy applied to adolescence.
5. The specifics of art methods in inclusive practice.
6. Art methods in educational and leisure work with students with special educational needs.
7. Effective methods in working with individuals with developmental characteristics.

Key concepts: inclusive educational environment, art therapy, art pedagogy, symbolic speech, artistic and creative activity, art methods, psychocorrective work, «present art therapy».

The inner world of a person, and especially a young person with special educational needs, is complex, diverse and unique. Teachers

and other specialists to ensure the conditions of an inclusive space in higher education ask questions: How can we help these students to see, hear, feel not only the diversity of the environment, but also to know other people and their «I», to reveal themselves and enter the world of full-fledged people? How to implement the painless entry of this category of individuals into the world of their classmates, into the university environment, into the world of the future profession? We will answer these and other questions in this lecture.

1. Art therapy and art pedagogy: key concepts, essence and specifics.

The search for innovative technologies aimed at achieving a qualitatively new level of organization of inclusive education allows us to substantiate that art therapy and art pedagogy are recognized as one of the effective areas of psychological and pedagogical support for an individual with special needs.

This is due to the fact that the most significant components of art therapy are:

1) Axiological: acquaintance with the world of values, support and assistance in choosing a personally significant system of value orientations, etc.

2) Creative: the development of various ways of creative activity, creativity and originality of thinking, the disclosure of the creative potential of the individual.

3) Self-valuable: self-knowledge; development of reflection, adequate self-esteem, self-regulation; personal growth, formation of the desire for self-determination and self-actualization; creation of harmony in the soul, etc.).

4) Cognitive: knowledge about visual means, materials, methods of creative activity, cultural identity, national traditions.

5) Adaptive: development of communication abilities, adaptive capabilities.

Art pedagogy or art pedagogy, in relation to inclusive education, is a synthesis of two areas of scientific knowledge (art and pedagogy), providing the development of theory and practice of pedagogical correctional and developmental process of personality formation with developmental disabilities. It also includes issues of the formation of the

foundations of an individual's artistic culture through art and artistic and creative activity (musical, visual, artistic-speech, theatrical-game), which includes all generally accepted pedagogical principles and methods.

Everything connected with the word «art», including art pedagogy, are indicators and means of predominantly non-verbal communication, this makes this branch of pedagogy especially valuable for those who do not speak well enough, find it difficult to verbally describe their experiences, or on the contrary are excessively dependent on speech communication. Symbolic speech is one of the foundations of fine art, it often allows a person to express their experiences more accurately, take a fresh look at the situation and everyday problems and find a way to solve them [1]. The essence of art pedagogy consists in the harmonization of the individual's personal sphere, his adaptation in the modern world in the process of education, training and development by means of art through artistic and creative activity [2].

2. Art-therapeutic and art-pedagogical methods and techniques.

In our opinion, it is necessary to separate art-therapeutic and art-pedagogical methods and techniques. The latter, in our opinion, as more accessible and «facilitated» against the background of art therapy, allow us to work with «less profound» personality problems. Because they help to popularize feelings on a symbolic level, actualize and express conscious and unconscious feelings and needs, including those that are expressed with words to a child or it is too difficult for a teenager.

3. A brief overview of the educational literature in the field of the application of art technologies in inclusive practice.

Today there is enough educational literature in the field of the application of art technologies in inclusive practice: this is a relatively old and reprinted textbook of the authors' collective «Artpedagogics and art therapy in special education» [3], and modern textbooks «Artpedagogics and art therapy in special and inclusive education» edited by E. A. In which the theoretical and practical foundations of

the use of art technologies (pedagogical and therapeutic) in the system of special and inclusive education are considered, ensuring the «ingrowth» into culture, the socialization of a child with disabilities through art [4; 5]. There are also a number of teaching aids by E.A. Medvedeva [6; 7] and other authors, which provide methodological recommendations for working in an inclusive environment by means of art and methods of art pedagogy and art therapy. At the same time, this educational literature is designed to work with preschool and school age children. In the youth environment, and especially in the student environment, we often do not use art technology, limiting ourselves to art diagnostics.

4. Methods of art therapy applied to adolescence.

At the same time, human development during adolescence can go in different ways: youth can be turbulent (the search for the meaning of life, their place in this world can become especially stressful), it can be harmonious (some high school students smoothly and continuously move towards a turning point in life, and then relatively easily get involved in a new system of relationships); abrupt, abrupt changes are also possible, which, thanks to well-developed self-regulation, do not cause difficulties in development.

The main purpose of the introduction of art therapy in universities, many authors see the adaptation of students (including those suffering from emotional and behavioral disorders) to the conditions of an educational institution and improving their academic performance [8]. In addition, many authors note the importance of art methods in the formation of the personality of future specialists, including their professional intentions, personal meanings, value orientations. In his longitudinal, study Lebedeva L. D. He notes that in various forms of art therapy, professionally significant qualities of the future teacher are objectified, and highlights the humanistic potential of art therapy in the formation of the personality of a student of a pedagogical university [9].

V.V. Gorev analyzes artistic activity as a factor of personal development [10], in his research he notes «the criteria characterizing the process of self-knowledge and development of future teachers on

the basis of artistic activity are changes in the personal and semantic sphere.» Positive changes were noted in the following areas of personality: achievement motivation, sensory-emotional sphere, creativity, the process of self-knowledge, attitude to other people, spiritual sphere [10].

An important method of work in adolescence is the method of present art therapy, which is based on the practice of creative presence. This is a kind of practice of staying in the creative process, allowing you to get in touch with yourself-the present without trying to remake yourself or become someone else (not yourself). The results of this practice are the resolution of psychological difficulties, a better understanding of oneself (and others), the acquisition of internal supports and the skill of living through any emotional states [11].

5. The specifics of art methods in inclusive practice.

The method of «present art therapy» is the author's (the developer is Lyashenko V.V.), the basics of this method are described in the researcher's textbook [11]. The developer highlights the specific features of the method of «present art therapy»:

- is not the practice of creating works of art, although the practice is carried out in the form of visual activity;
- is not the practice of «portraying your feelings»;
- is not associated with analytical interpretations of works (drawings) in order to extract any information about the nature of the problems;
- it is not associated with pseudo-magical manipulations aimed at spilling out, draining, destroying or transforming «negative thoughts, emotions, experiences.»

The method is associated with the activity of discovering oneself through creative presence (which is the essence of creativity). Creative presence helps to pay attention to your inner world: the world of feelings, experiences, meanings, often difficult to access in the hustle and bustle of everyday life, and through this to find a way to resolve your difficulties. The author notes that in the practice of creative presence, external and internal connections are gradually restored, communication with oneself, with other people and with the world is

established, and this becomes the key to restoring integrity (healing). Healing, according to V.V. Lyashenko, is always associated with the restoration of integrity. Thus, «creative presence» is the practice of restoring relationships with oneself and with the world.

In addition, V.V. Lyashenko highlighted the features of conducting art therapy classes using circular images in an open group [12]. He proves that group interaction in the process of art therapy, joint creative activity create the possibility of more open relationships between people. Participation in a group helps a young man (girl) in educating more open ways of communication, teaches empathy with the states of another. The indicator of changes occurring in the personality of a high school student in the process of applying art methods is the «I-concept».

One of the most popular art methods in working with high school students and young people with developmental characteristics (including in the process of psychological preparation for tests and exams) is art-therapeutic drawing on free topics or topics proposed by M. Liebmann [13]. The method promotes liberation from internal tension, cathartic purification and is a powerful means of influencing the emotional sphere of the individual and its value orientations. With its help, it is possible to change relationships and systematically rebuild them, as well as provide deep rest and passion for pleasant, creative activities (Rozhnov V.E., Sveshnikov A.V. [14, pp. 245-256]).

If in the upper grades of an inclusive school, along with paints, pencils, plasticine, wax crayons or pastels, you also need to have magazines and newspapers (of different orientation), colored paper of various textures, wallpaper, paper napkins, film, candy boxes, postcards, braid, ropes, foil, textiles, clay, then in the university environment, classrooms equipped with all these tools are needed, while paper needs to have different formats, brushes of different sizes, sponges for painting over large spaces, scissors, thread, tape, etc.

At the same time, regardless of the age of the participants in art therapy and art pedagogy, value judgments are not applied in terms of: beautiful - ugly, looks like - does not look like, right - wrong. Sincerity, openness, spontaneity in expressing one's own feelings and experiences, individual style of self-expression are of greater value

than the aesthetic side of the product of visual activity. Also, as in the scales, a high degree of freedom and independence should be provided in universities, each student has the right to choose the measure of participation in group interaction.

In group work with the use of art methods, such «healing» (therapeutic) factors as group cohesion and support, the realization of one's self, obtaining information about oneself and others, interpersonal learning, the realization of altruistic needs, the correction of youthful maximalism, the development of social skills and others become significant.

Group work in this case, in comparison with individual work, acquires significantly greater opportunities both in terms of developing decision-making skills, mastering new roles, receiving feedback, and in terms of redistributing leadership in a special, democratic atmosphere (due to equality of rights and responsibilities). These factors of therapeutic and correctional impact are complemented by independent creative work that meets the needs of participants in maintaining personal identity and independence.

6. Art methods in educational and leisure work with students with special educational needs.

Let's talk about art methods in educational and leisure work, here they are focused on the inherent inner potential of health and strength for each person, the emphasis should be on the natural manifestation of thoughts, feelings and moods in creativity, acceptance of a person as he is, along with his characteristic ways of self-realization and harmonization.

At the initial courses, various forms of student organization are acceptable: excursions, circle and sectional classes, round tables, conferences, debates, school scientific societies, clubs, Olympiads, competitions, exploratory and scientific research, socially useful practices, etc.

Social and leisure educational work at the university is represented by two directions:

1) organizational and developmental, represented by optional courses and additional classes on interests;

2) free, which implies the creation of general aesthetic departments, other leisure associations and clubs where the student could spend time with interest and profit.

Of course, both directions are relevant and have the right to exist. At the same time, there is a problem not only of education and upbringing, but also of development, and, possibly, psychological assistance to students with OOP. For such a category of students, the problem of emotional well-being is one of the most urgent problems of pedagogy of personality development.

Social and leisure educational work in the inclusive space of the university also provides an opportunity to teach tolerance and kindness, compassion and mercy; to develop the ability to support each other, to break down stereotypes and boundaries between people. The very process of such activity, whether it is dancing, songs, painting or theatrical oral folk art, brings students, especially with special educational needs, true joy and the ability to express themselves in creativity, they expand the circle of knowledge, strive for the versatility of their activities. Every child has the makings of a creative personality, it is only necessary, using a variety of methods and techniques of work, to discover these makings and, based on them, to form a unique creative personality.

Intensive introduction of music and poetic words is possible during classes and psychological hours with students. It is known that music affects the cerebral cortex, causes associations. It affects the individual's consciousness through the rhythm to which all the functions of the body are subordinated: the heart beats rhythmically, the lungs breathe, while the nature of the music, its melody and rhythm should also be taken into account. As a rhythmic stimulus, music stimulates the physiological processes of the body not only in the motor, but also in the vegetative sphere (directing the activity of internal organs and systems).

So monotonous drumming causes a hypnotic state, which leads to fatigue of the auditory analyzer and subsequent inhibition in the cerebral cortex. Quiet melodic music has a sedative effect (soothing, contributing to the development of inhibition processes), it normalizes the functions of the cardiovascular system. While musical excerpts

with sharp sound transitions enhance its function. Rhythmic music causes an increase in the tone of skeletal muscles, enhances the flow of impulses that have a beneficial effect on the activity of internal organs and systems. Major melodies give a person cheerfulness, improve psychoemotional well-being. Natural sounds of natural origin can also be used (it is desirable to introduce them already from preschool age). Sounds such as birdsong, the sound of waves, thunder, the noise of foliage, rain and others, contribute to the relaxation of the body with its subsequent activation.

The most optimal conditions for the development and improvement of individuals by means of art are formed in the educational environment where all kinds of artistic and aesthetic activities (choreography, music, fine arts, theater, vocals, folklore, etc.) are widely used, which by their nature have a developing and healing potential. The synthesis of such arts makes it possible to realize the aesthetic needs of all subjects in the educational process. In the course of classes with the use of art methods, the emotional burden of individuals is weakened, their emotional states are regulated, such qualities as self-confidence, activity are formed, motivation for further training and self-actualization develops, and aesthetic and cognitive needs are formed.

Fundamental to art methods is their connection with art studies, the psychology of artistic creativity, and the sociology of art. Knowledge in these fields is necessary to understand the essence of the functions of art, and to understand the role of art in the social and spiritual life of man and society.

In addition, during the curatorial hours, it is possible to use art-therapeutic and art-pedagogical games, which open up the possibility for an indirect appeal to topical issues, the direct discussion of which would be too painful.

7. Effective methods in working with individuals with developmental characteristics.

According to Lebedeva L.D., who developed the practice of art therapy in a pedagogical context, «games with color» are appropriate in correcting problems of personal development [15]. This is

especially acceptable in free activity (art studio, studio of creativity and theater, etc.). For example: to draw and color in accordance with your own association's emotional states - happiness, sadness, anger, fear, etc. Another option is to use only one color that you like or, conversely, not I like it. To study its semantic meaning, it is proposed to draw various shapes, lines, shapes.

The method of writing stories helps to understand the good and bad sides of your «I», to realize your anger and, without fear of punishment, to express it. Usually stories begin with the words: «Once...», «A long time ago ...», «Once...», «Far, far away...». This separates the individual from the content of the utterance in time and space and allows us to talk about what causes him anxiety. The title of the story, invented by the student himself, helps the support service specialist to clarify the most important aspects of a personal problem.

Among the modern methods in art therapy, the origami method is becoming more and more pronounced. It can even be called a new direction in art therapy, originated from the traditional Japanese art of origami (the construction of a variety of paper figures by folding a square without cutting and gluing). This method is successfully used in the medical and rehabilitation practice of doctors of various specializations.

The materials of the First International Conference «Origami in Pedagogy and Art Therapy» note the positive impact of origami classes in working with students with disabilities. Doing origami, an individual becomes a participant in an exciting action - the transformation of a paper square into an original figure - a flower, a box, a butterfly, a dinosaur. This process resembles a trick, a small performance, which always causes joyful surprise. By consistently simple folding of paper along geometric lines, we obtain a model that impresses with its beauty and changes the emotional state of a person for the better [16, p. 36].

In our opinion, the development of special correctional and developmental programs will be effective and effective for the psychological and pedagogical support of students with special educational needs in the university environment, in which emphasis will be placed on such types of fine arts as painting, sculpture, decorative

and applied arts, as well as on theatrical and choreographic art, where the leading role in communication is played by a visual channel.

So in theatrical productions, performing various roles, dancing, students not only express their thoughts, feelings, moods, they gain new knowledge, new means of self-expression, learn social norms and rules, gain social experience. For the successful implementation of the programs, a specially equipped room is needed for individual and group training sessions.

Club work on art interests is also useful. This type of activity is of particular importance for students with a low level of intellectual abilities, it allows them to increase their self-esteem, change their status among classmates and teachers, and become successful in a particular type of activity. In this case, club work performs a compensatory function, because it is in this activity that they feel comfortable.

The activity of the club can be based on a system of methods of group and individual work through art therapy. The main objectives of the functioning of the club are to assist an individual in personal development, communication with others, understanding oneself and others, mastering more diverse means of expressing one's Self.

The activities of the theater club can be literary montages, literary and musical compositions, meetings with people of art, theatrical productions of literary works. During the work of any club, the method of art discussion, art therapy, and art didactics can be applied. Along with traditional forms, non-traditional forms of extracurricular activities in the club appeared - literary montages, literary and musical compositions, and dramatizations of excerpts of famous works.

Extracurricular activities in the form of circle work play an important role in inclusive educational institutions, since it is the favorable friendly atmosphere of the circle of interests, the psychological comfort of cohabitation that contributes to the socialization and adaptation of persons with disabilities.

Circles on needlework or decorative and applied creativity are very popular, because working in a small group in the process of applied practical activity helps to relieve emotional tension, active interaction with other students, helps to adequately express feelings:

empathize with failures, rejoice in success, that is, contributes to the formation of social and communicative competence.

A good result is the distribution of students into pairs to perform needlework and decorative projects (made of natural material, fabric, canvas, etc.), so that one of them can set an example to the other. However, it would be a mistake to help a «special» student all the time, he should be allowed in some cases to make an independent decision, praise and, thus, teach to solve problems.

Group classes in needlework and other types of applied creativity contribute to maximum adaptation and full integration into society. In addition, using the individual capabilities of each student, it is possible to organize exhibitions, competitions based on an educational institution, nominate students for various city, regional and regional tours, which in turn will give additional emotional motivation. In addition, thanks to manual and applied practical activities, stimulating the fingertips and palms, the so-called «manual intelligence» is activated. Thus, sensory-motor functions are activated, which is necessary for successful interaction with the outside world.

The implementation of such programs can also be carried out with the support of tutors, psychologists, art teachers and other specialists. There is a wide opportunity for each student to create success situations on a daily basis, to evaluate each achievement (based on his individual level of development). The acquired skills and abilities developing in this activity help the child to feel confident and strong. And that means being happy.

So, art therapy is a kind of symbolic process of self-awareness and the world, and art methods are a kind of personal guides to the world of creation through the conscious and unconscious individual. Feelings, hopes and fears, expectations and doubts, conflicts and reconciliations are embodied in creativity.

The creative possibilities of a person, revealed and realized in the process of art therapy and art pedagogy, stimulate his intellectual and emotional development, reveal his individuality, make it possible to overcome the restrictions imposed by society, barriers erected by consciousness caused by the disease of deprivation, and simply give a person a sense of self-importance, uniqueness and self-worth. The

introduction of art methods allows specialists of any profile (including curators, advisors, teachers and educators) to implement very interesting, and most importantly effective programs to solve various problems arising in the educational process. Regarding the use of art methods for the development of intellectual skills, creativity, motivational and professional orientation among students with special educational needs, we can say that this direction is developing and has its own prospects.

Questions for self-control:

1. What needs are art methods designed to implement in an inclusive educational space?

2. Formulate the importance of art methods in the formation of the personality of future specialists.

3. Briefly describe the method of «present art therapy». Who is the developer of this method?

4. Describe the specifics of the use of art methods in working with students with special educational needs.

5. What is the practice of creative presence?

7. What «healing» (therapeutic) factors become significant during group work using art methods?

8. What special correctional and developmental programs could you offer as part of social and leisure educational work?

9. What creative clubs using art methods could you organize with students (including those with special educational needs)?

10. In general, how can we assess the applicability of art methods in the work on psychological and pedagogical support of students with special educational needs in the university environment?

Assignment for independent work of students

Today, expressive therapy is particularly relevant, using various creative techniques in many genres of art in order to stimulate personal growth, development, healing, and psychocorrection. In an inclusive environment, these are the best methods of organizing a safe

psychological environment for self-expression of a student with special educational needs.

Synonyms of expressive therapy are «creative therapy», «creative self-expression therapy». Having studied these techniques, formulate the specifics of the use of expressive visual techniques in individual work with young people with health limitations.

References

1. Rudestam K. Group psychotherapy. - St. Petersburg: «Publishing house «Peter», 1999. - 384 p.
2. Barsukova O. V. The use of techniques of art therapy and art pedagogy in the work of a teacher-psychologist with children with special educational needs // Education and upbringing. - 2016. - No.5. - pp. 33-35.
3. Art Pedagogy and art therapy in special education: Studies for students. Wednesday. and higher. ped. studies. institutions / E. A. Medvedeva, I. Y. Levchenko, L. N. Komissarova, T. A. Dobrovolskaya. - M.: Academia, 2001. - 246 p.
4. Art pedagogy and art therapy in special and inclusive education / ed. by E. A. Medvedeva. - 2nd ed., ispr. and add. — M.: Yurayt Publishing House, 2018. - 274 p.
5. Art pedagogy and art therapy in special and inclusive education: textbook for academic bachelor's degree / E. A. Medvedeva [et al.]; edited by E. A. Medvedeva. - 2nd ed., ispr. and add. — Moscow: Yurayt Publishing House, 2019. - 274 p.
6. Medvedeva E. A. Formation of socio-cultural components of the personality of children with special educational needs by means of art (theory, diagnostics, practice): studies. - method. manual / E. A. Medvedeva, Zh. I. Zhuravleva. - M., 2014. - 43 p.
7. Medvedeva E. A. Formation of socio-cultural components of the personality of children with special educational needs by means of art (theory, diagnostics, practice): studies. - method. manual / E. A. Medvedeva, Zh. I. Zhuravleva. - M., 2014. - 43 p.
8. Essex M., Frostig K., Hertz J. In the service of children: art and expressive therapies in public schools // Art Therapy. 1996. 13 (3).
9. Lebedeva L. D. Pedagogical foundations of art therapy in education: [Monograph]. St. Petersburg, 2001. - 320 p.
10. Gorev V. V. Artistic activity as a way of self-knowledge and personal development: abstract. diss. cand. psychological sciences. Astrakhan, 2003. - 17 p.
11. Lyashenko V.V. Art therapy as a practice of self-knowledge: present art therapy. Textbook - M.: «Psychotherapy», 2014. - 142 p.
12. Lyashenko V.V. Features of conducting art therapy classes using circular images in an open group. Methodical manual. - M.: Genesis, 2012. - 68 p.

13. Liebmann M. Art therapy for Groups: a handbook of themes, games and exercises. Cambridge, Boston & London: SHAMBALA, 2003. P. 40-46.
14. Rozhnov V. E., Sveshnikov A.V. Psychoesthetotherapy: A guide to psychotherapy. Tashkent: Medicine of the Uzbek SSR, 1979. - 639 p.
15. Lebedeva L. D. Art therapy in pedagogy // Pedagogy. -2000. - No. 9. - pp. 27-34.
16. Kabachinskaya E.L. Teaching origami to the blind and visually impaired // Origami and pedagogy: Materials of the 1st All-Russian Conference of Origami Teachers on April 23-24, 1996, St. Petersburg, St. Petersburg, 1996. P.36-42.

3.2. Health-saving technologies at work with sen students

Aim: explore health-saving technologies at work with SEN students.

Plan:

1. Definition, purpose, and function of health-saving technologies;
2. Classification of health-saving technologies' types;
3. Principles of health-saving technologies.

Keywords: health-saving technologies, SEN students, health-saving education.

1. Definition, purpose, and function of health-saving technologies

There are different given definitions to health-saving technologies in psychological and pedagogical literature. In pedagogy, health-saving technologies are defined as a set or system of measures to protect and promote the health of students in educational institutions. Such technologies include psychological, pedagogical, social, and medical programs and approaches. They are used to ensure the safety of participants (students and teachers) of the educational process. That is, health-saving technologies are methods using not only to save and promote the health of students; but also teachers.

N.K. Smirnov writes in his works that health-saving educational technologies are a system of organizational and psychological-pedagogical techniques, methods, and technologies, which are built on

a single methodological basis. The purpose and work of these health-saving technologies are aimed to save and promote the student's health, care for the teacher's health, and form their health culture.

N.I. Solovieva indicates them as a system of managing methods of the student's educational, cognitive, and practical activities, as well as scientifically and instrumentally ensuring of saving and promoting their health.

In educational institutions, health-saving technologies are systematically organized activities aimed at ensuring the health protection of participants in the educational process.

V.D. Sonkina notes that health-saving technology is not only the creation of well-being conditions for teaching students in educational institutions; but also rational organization of the educational process. According to V.D. Sonkina:

- well-being conditions include the absence of stress, the adequacy of the requirements and training and education methods;
- the organization of the educational process must comply with the students age and individual characteristics and hygiene requirements;
- educational and physical activity should correspond to the age capabilities of the student;
- the presence of the necessary, sufficient and rationally organized motor regime.

So, the goal of health-saving technologies is to ensure the safety of the educational process, which further contributes to the development of the physical, psychological, and social health of children and adults.

The following types of functions of health-saving technologies are defined:

- formative function;
- informative and communicative function;
- diagnostic function;
- adaptive function;
- reflexive function;
- integrative function (see 1-figure and 1-table).

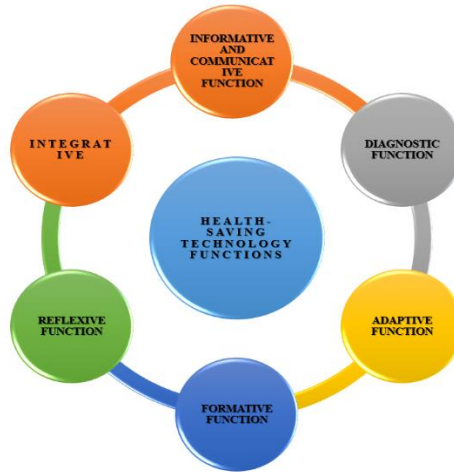


Figure 1. Health-saving technologies functions

Table 1.

Health-saving technologies functions

Types of Functions	Definition
Formative	based on the biological and social patterns of personality development
Informative and communicative	informing students about care and respect for their own health
Diagnostic	monitoring and control of student development, evaluation of teachers' actions
Adaptive	adaptation of participants in the educational process to socially significant activities
Reflective	rethinking and analysis of personal experience in saving and promoting health
Integrative	saving and promoting students' health on the basis of experience, scientific concepts, and the system of education.

2. Classification of health-saving technologies' types

There are a large number of different classifications of health-saving technologies.

Allocated types of health-saving technologies in education:

- 1) Organizational and pedagogical technologies;
- 2) Psychological and pedagogical technologies;
- 3) Teaching and educational technologies;
- 4) Socially adaptive technologies;
- 5) Medical and health-improving technologies.
- 6) Protective and preventive technologies;
- 7) Compensatory-neutralizing technologies;
- 8) Stimulating technologies;
- 9) Information and training technologies.

N.K. Smirnova, who deeply studied the health-saving technologies which are used in the educational process, highlights and shares the following types of health-saving technologies (see Figure N 2 and Table N 2).



Figure 2. Types of health-saving technologies (N.K. Smirnova)

Table 2.

Classifications of health-saving technologies (N.K. Smirnova)

Types of technologies	Contents
Medical and hygienic	<ul style="list-style-type: none"> - health care; - health monitoring; - conducting training, preventive, sanitary and hygienic measures; - holding educational events for teachers, parents and students on current topics in the field of health.
Physical and health culture	<p>Organization of thematic events, class and out-of-class sections, and physical education lessons for...:</p> <ul style="list-style-type: none"> - saving and promoting health; - developing motor qualities; - increasing the functionality of the body; - promoting immunity.
Ecological health-saving	<ul style="list-style-type: none"> - creating the well-being conditions for students and teachers; - creating a harmonious relationship between the student and nature; - actively participate in events organized for the improvement of the territory and landscaping of premises; - creating a «living corner» in educational institutions; - carrying out various activities in nature.
Life safety technologies	<ul style="list-style-type: none"> - saving students' health in educational institutions; - lessons of the subject «ensuring life safety» can be included.
Health-saving educational technologies (3 subgroups)	<p>Organizational and pedagogical technologies</p> <p>This group of technologies allows to model the educational process in order to save and promote students' health in the classroom. The teacher must distribute the load, taking into account the performance of students, their channels of perception, as well as teaching methods. These include the inclusion of physical exercises and dynamic pauses to reduce the performance of students, etc.;</p>
	<p>Psychological and pedagogical technologies</p> <p>This group of technologies is used to improve the interaction between students and teachers. These include methods and techniques for cutting emotional stress, creating a favorable psychological climate in the classroom, etc.</p>
	<p>Teaching and educational technologies</p> <p>This group of technologies is used to form knowledge about health and personal care, prevent bad habits, and promote a healthy lifestyle in the educational environment. These include thematic lessons, physical minutes, etc.</p>

Also, the authors define the following two groups of technologies that are used in out-of-class work with students:

Socially adaptive and personal-developing technologies.

This group of technologies is used to create the social and psychological well-being of students. These include social and psychological trainings, out-of-class activities and meetings with experts, etc.

Curing health technologies.

This group of technologies is used to recover the student's health. These include physical therapy and health education.

There are also different types of health-saving technologies.

They are separated:

1. By the nature of the activity:

- private (highly specialized);
- complex (integrated).

2. By the directions of activity:

- medical technologies for the purpose of carrying out preventive, corrective, rehabilitation work, sanitary and hygienic activities;
- educational technologies for health promotion;
- social technologies in order to organize a healthy and safe lifestyle for students in the educational process. These include technologies for the prevention and correction of deviant behavior, etc.;
- psychological technologies for the purpose of prevention and correction of psychological deviations of personal and intellectual development.

The following typology of health-saving technologies is used in special pedagogy:

1. By the nature of the activity:

- Protective and preventive technologies to protect students from adverse effects;
- Compensatory-neutralizing technologies to neutralize overload. These include physical education, iodizing, vitamin fortification;
- Stimulating technologies to promote health. These include active forms of exercise, self-massage, etc.;
- Information and training technologies to form students' knowledge about their own and others' health.

2. By the scope of implementation:

- Separate methods aimed at saving the students' health. These include hot meals, etc.;

- Separate technologies aimed at preventing violations of physical, psychological, and social health, etc.;

- Integrated use of all individual technologies.

The main types of health-saving technologies used to save and promote the health of young people in universities are physical culture and sports events, life safety technologies, and educational and pedagogical activities.

The main directions of health-saving technologies at universities are:

- rational organization of the educational process in accordance with sanitary standards and hygienic requirements;

- organization of students' motor activity;

- organization of students' rational nutrition;

- work system on the formation of the health value.

3. Principles of health-saving technologies

In working with students, health-saving technologies will be used on the basis of health-saving education principles.

N.K. Smirnova identifies the following principles of using health-saving technologies:

- Selecting proven methods;

- Caring for the health of participants in the educational process as a priority and value. Evaluation of the benefits and impact of technology on the psychological and physiological state of students and teachers.

- The principle of the triune concept of health. Health as a whole consists of physical, mental, social, and spiritual-moral health.

- Continuity and incessancy of the health-saving technologies introduction.

- The principle of subject-subject relationship.

- The principle of compliance of the technologies used with the age characteristics of students.

Application of technologies for the protection and promotion of the health of students on the basis of an integrated, interdisciplinary approach. Принцип формирования медико-психологической компетентности учителя.

General pedagogical principle. It is based on a harmonious combination of teaching, educating and developing pedagogical influences and is implemented through the solution of educational, recreational tasks in physical education classes.

Positive impacts as a priority. This principle is one of the most important general pedagogical postulates and conditions of health-saving education.

Active learning methods as a priority promotes the application of programs based on scientific research in order to save and promote health.

The principle of combining protective and training strategies. The protective strategy is aimed at creating conditions for the student that protect him/her from the effects of adverse factors.

The principle of formation of responsibility for their own health among students.

The principle of delayed results.

The principle of control and monitoring. Control over the results is carried out to organize and conduct diagnostics of students' health. Based on feedback.

Questions for self-control:

1. List the types of health-saving technologies.
2. Explain the principles of health-saving technologies.
3. Explain the main directions of health-saving activities of universities.
4. Describe the features of using health-saving technologies in working with SEN students.

Assignment for independent work of students:

1. Prepare the health preservation and promotion program for students with SEN at the university.

2. Prepare a model of health improvement for students with SEN during their professional training at the university.

3. Carry out activities aimed at strengthening the physical, mental, and social health of students with SEN during their studies at the university.

References:

1. Smirnov N.K. Health-saving educational technologies and health psychology at school. - M.: ARKTI, 2005. - p. 125.
2. Solovieva N.I. The concept of health-saving technology in education and the basic organizational and methodological approaches to its implementation. //ECO. - 2004. No. 17. - p. 23-28.
3. Sonkina V.D. Theory and methodology for the implementation of health saving in the conditions of a modern university: Dis. Doctor of Pedagogical Sciences / D.S. Somov. - St., 2012. - p. 30-31.
4. Smirnov N.K. Approximate assessment of the state of health of students in educational institutions. 2006. No. 1. p. 30-38.
5. Balsevich V.K. Health-forming function of education in the Russian Federation: (materials for the development of a national project for the improvement of the younger generation of Russia in the period 2006–2026) / V. K. Balsevich // Physical culture: education, education, training. - 2006. - No. 5. - p. 2–6.
6. Ilyinich V.I. Physical culture of a student / V.I. Ilyinich. Moscow: Gardariki, 2003. - 131 p.

3.3. Technological ways for the development of assertive behavior in teaching people with special educational needs

Aim: to reveal the essence of the concept of «assertive behavior».

Plan:

1. The essence of the concept of assertive behavior.
2. Characteristics of assertive behavior.
3. Behavioral models (assertiveness, aggressiveness, passivity).

Keywords: assertiveness, inclusive education, persons with special educational needs (SEN), limited opportunities, technologies.

Assertiveness is important to all participants in inclusive education, in particular for people with special educational needs (SEN). A person can possess assertiveness, but, on the other hand, it can be developed by attending trainings, consult specialists, by improving himself.

According to the American psychotherapist M. Smith (1934-2007), **assertiveness** is the ability of a person not to succumb to external influences and assessments, to manage his own behavior and be responsible for it.

N.N. Davidovich believes that assertive behavior is the practical realization of a person's «psychological rights», which tend to be forgotten. For example, at any moment in his life, every person can change his decision, refuse someone something, say «I don't understand you», but at the same time not feeling remorse. People with assertiveness achieve their goals independently. They are optimistic and flexible, enjoy life, are open, and cope with their problems. Such individuals prefer direct and open communication. They are able to establish close relationships, hear other people, they have developed empathy, they listen to criticism and are self-critical [1].

Assertive behavior can be inherent in a person due to his temperament, character, upbringing. Speaking about inclusive education technologies, we understand those technologies that lead to the creation of conditions for high-quality affordable education for all children without exception. One of the main results of inclusive education is the formation of social life skills or social competences [2].

One of such skills is assertiveness. I. V. Lebedeva gives the following characteristics to assertive behavior [3] (Table 1).

Table 1.

Characteristics of assertive behavior

	Characteristic
	The ability to go beyond «Self»
	To find positive moments in unfavorable situations

Assertiveness	Ability to social, personal adaptation
	Building a relationship with the surroundings
	In a positive direction, changing one's behavior in activity, cognition, communication
	Feeling of inner strength
	Responsibility for the results of own actions

If a person's behavior is assertive, then he will fully feel his needs, not feel fear, other people will have a positive reaction, so he will have good relationships with others [4].

There are inalienable rights of the individual, which were described by M.J.Smith:

1. The individual has the right to decide whether he should take responsibility for other people's problems.

2. A person has the right to change his mind.

3. A person has the right to make mistakes and be responsible for them.

4. A person has the right to say, «I do not know».

5. A person has the right not to depend on how others treat him.

6. A person has the right to say, «I don't understand,» etc. [5].

According to E. Salter, assertiveness is a part of emotional intelligence, its main manifestation is considered spontaneous, not conditioned by factors of social control, free expression of feelings [5]. S. P. Astakhova believes that one of the main internal factors influencing the formation of assertive behavior is self-esteem, which is based on three main components:

- ideas about self-worth,

- ideas about the formed skills and abilities,

- ideas about one's own potential.

The formation of self-esteem is significantly influenced by factors such as the attitude of people from the immediate social environment, the success of activities. Self-esteem can be overestimated, adequate, or underestimated. The function of a behavior regulator is performed by an adequate, positive self-esteem. It ensures the relative autonomy of the individual. Normal self-esteem presupposes the presence of

objective judgments about yourself, the strengths and weaknesses of the personality, own abilities.

The list of personal characteristics of the owner of an objective self - assessment can include:

- shifting the focus on their strengths, lack of inclination to focus on the negative sides of their personality;
- adequate perception of constructive criticism to himself;
- the desire to argue their views, defend their point of view, principles;
- self-sufficiency [6].

Assertiveness as a property of the personality of the subject of adaptation allows not so much to adapt to changing environmental conditions, as to build such relationships with the outside world, contributing to the creative growth of a person, self-development based on responsibility for the choice of their feelings, expanding the degree of freedom and actions and relationships with himself and others [7].



Within the framework of the study by I.Y. Razhina, G.D. Babushkina, «Methodology for the formation of communicative competence based on an assertive behavior model» was designed. Assertive behavior is behavior based on a person's sense of self—confidence, focused on leading interaction strategies such as compromise and cooperation. It is based on a person's self-confidence. Aggressiveness and passivity are indicators of insecurity.

I. Y. Razhina, G. D. Babushkin presented an analysis of these behavioral models in the following table developed by A. Lange, P. Yakubovsky (Table 2, [8]).

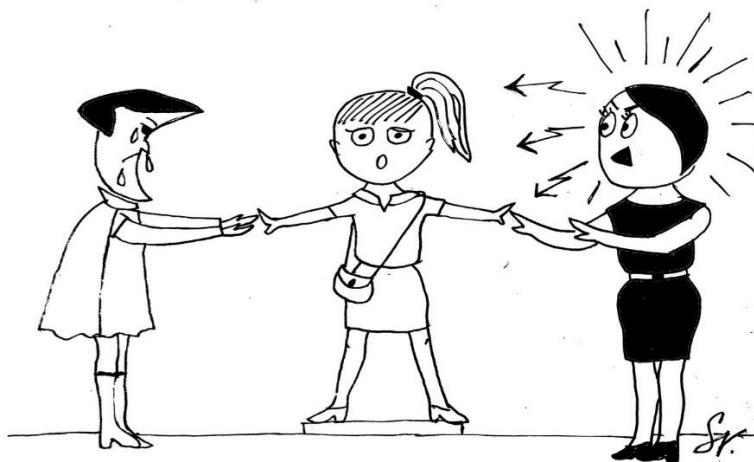
Table 2.

Characteristics of aggressive, passive and assertive behaviors

Components of the communication situation	Aggressive behavior	Assertive behavior	Insecure behavior
Eye contact	A close look	Steady eye contact with the interlocutor	There is no eye contact with the interlocutor
Communication distance	Invasion of the interlocutor's territory	Optimal, corresponding to the standards accepted in this environment	The desire to increase the distance with the interlocutor
Gestures	Chaotic hand movements	The movements correspond to the meaning of what was said	Tense, fussy gestures (trembling, convulsions)
Tone, strength of voice	Shouting, interrupting the interlocutor	Confident intonation	Confused quiet speech
Feelings	Anger, rage	Calmness, confidence	Fear, anxiety, guilt
Content of speech	Reproaches, threats, orders, insults	Informing about personal rights, desires, actions	Excuses, explanations, apologies,
Using the pronoun I, ME	Phrases containing threats containing threats	An indication that it is I am who standing by the given requirement	Third-person speech
Content of requirements	Not presented	Clear, concise	Indistinct
Justification of requirements	Not given	Brief and clear	Indistinct, full of unnecessary explanations

People with high assertiveness are more likely to express themselves in a positive way than people with low assertiveness, they assess their comfort level, the benefits to society and the importance of assertive behavior more highly. One's own assessment of one's appearance has a statistically significant effect on people's assertiveness: high assessment increases it, low assessment lowers it [9].

According to R.E.Alberti, M.L.Emmou, assertiveness contributes to the development of equality between people in their relationships, allowing people to defend their interests as much as possible, to protect themselves without experiencing anxiety. And also, calmly express own sincere feelings, use own rights without infringing on the rights of people around [10].



Confident people are characterized by independence, self-sufficiency, calmness. This manifests itself in various life situations, in the sphere of interpersonal relations. Assertive behavior has a positive effect on the psychological and pedagogical support of persons with SEN, since due to their psychological characteristics, pathologies, language barriers, etc., this category of persons has a sensitive perception of certain situations. Individuals with disabilities may exhibit aggressive or passive behavior patterns.

According to N.I. Ismailova, a disabling disease, a change in status, a sharp change in habitual stereotypes change living conditions and affect the nature of a person's life orientations [11]. Researchers V. Capponi, T. Novak propose to consider communicative social behavior from the point of view of three types of human reactions: *assertive, aggressive and passive*.

Aggressiveness is the tendency of a person to act hostile and aggressive [12].

Work to reduce aggressiveness in children with SEN should be aimed at eliminating the causes of aggressive behavior and not be limited to eliminating external manifestations of deviant behavior. When developing corrective, preventive programs, it is important to take into account the symptoms, forms of aggressive manifestations, the degree of deviation from the norm.

V.A. Zobkov describes the psychological characteristic of passivity as follows: passivity is a personality property that integrates specific manifestations of emotional, communicative, volitional, intellectual components that have a significant impact on the form and content of behavior, on the productivity of activity, which is characterized as consistently ineffective [13].

D. Volpe revealed that an important role in the emergence of insecurity is played by social fear experienced by a person in certain situations [14]. Having once arisen, social fear is associated with certain situations and after the reinforcement mechanism is constantly increasing. D. Volpe described the fear of being rejected, the fear of criticism, the fear of being the center of attention, the fear of superiors, the fear of seeming inferior; the fear of new situations, the fear of not being able to refuse the demand, etc.».

To one degree or another, the probability of the emergence of these fears is peculiar to everyone. However, the problem of the insecure is that for them social fear becomes the dominant feeling that blocks their social activity [15]. A. Salter suggested that the cause of insecurity may be the predominance of inhibitory processes over arousal processes, leading to the formation of a personality incapable of spontaneous and open expression of their desires, feelings and

needs, limited in self-realization and experiencing difficulties in communicating with other people as a result [16].

Often, people with SEN demonstrate a passive attitude to the life situation, a pessimistic position prevails in the assessment of life events. In this regard, it is necessary to spend more time with this category of persons during classes. It is also important to promote the development of assertiveness in people with SEN in the classroom and during extracurricular time. It is important to conduct assertiveness trainings. During the trainings, it is recommended to conduct games and exercises aimed at teaching acceptable ways of behavior («Tearing paper», «Little Ghost», «Releasing anger», etc.) [17].

Thus, assertive behavior is a necessary behavior, technology for teachers, parents, and all students of an inclusive educational environment. Assertiveness as a behavioral model in inclusive education, where the values are the community of subjects of the educational process, support, acceptance, active inclusion in the interaction of all subjects of the educational process.

Questions for self-control:

1. Define the concept of «assertiveness».
2. List the inalienable rights of the individual, which were described by M.J. Smith.
3. What factors influence the formation of self-esteem?
4. Describe aggressive, passive and assertive behaviors.
5. Describe the aggressive behavior of the individual.
6. Describe the psychological characteristics of passivity.

Assignment for independent work of students:

1. Develop an assertiveness training program for the target group (children with SEN, parents).
2. Develop a training program to reduce aggressiveness at children with SEN.
3. Develop an exercise to form adequate responses to unexpected situations.

References:

1. Davidovich N. N. The experience of forming an assertive model of behavior in high school students // Bulletin of the Adygea State University. Series 3: Pedagogy and Psychology. 2018. No. 2 (218), p.29-36.
2. Magauova A.S., Makhambetova Zh.T. Social pedagogue in the system of inclusive education - Almaty: Qazaq University, 2021-150 p
3. Lebedeva I. V. Development of assertiveness and assertive behavior of personality // Bulletin of BSU. Education. Personality. Society. 2010. No. 5. pp.127-132.
4. Fahmi R., Aswirna P. The social support and assertive behavior of students// Psikoislamika, Vol. 17, № 1, 2020, C.1-9.
5. Smith M. J. Self-confidence training <https://ekolobkova.ru/images/Knigi/Trening-uverennosti-v-sebe.pdf>
6. Astakhova S. P. Fundamentals of assertiveness formation//Psychology of personal interaction in modern society: a collection of materials of the I All-Russian Scientific and Practical Conference with international participation (Armavir, April 12, 2022) /I.V. Tkachenko (Ed.); Armavir State Pedagogical University. - Cheboksary: «Sreda», 2022. – C.10-13.
7. Shamieva V. Assertiveness in the personality structure of the subject of adaptation: Author. dis. ... cand. psychological sciences: 19.00.01 Khabarovsk, 2009. – 20 p.
8. Razhina I. Yu., Babushkin G. D. Assertive model of behavior and communicative competence // Psychopedagogy in law enforcement agencies. 2006. No. 1.- pp.44-45.
9. Sheinov V. P. Assertive behavior: estimates and properties // Russian Psychological Journal. 2014. №4. - C.55-67. Alberti R.E., Emmous M.L. Your perfect right. - California: Impact, 2001.
10. Alberti R.E., Emmous M.L. Your perfect right. - California: Impact, 2001.
11. Ismailova N. I. Individual psychological features of persons with disabling diseases // Concept. 2013. No. S1. - pp.1-9.
12. Reber A. Big explanatory psychological dictionary. -M. 2001.-Vol.1.
13. Zobkov V. A. Passivity as a characteristic of a person's self-doubt // Bulletin of Kostroma State University. Series: Pedagogy. Psychology. Sociokinetics. 2017. No.3.- pp.77-81.
14. Romek V.G. Self-confidence as a socio-psychological characteristic of personality: Abstract. dis. ... candidate of pedagogical Sciences. – Rostov n/A, 1997. – 22 p.
15. Romek V.G. The concept of self-confidence in modern social psychology // Psychological Bulletin. – Issue 1. – Part 2. – Rostov n/A: Publishing House of the Russian State University, 1996. – pp. 132-138
16. Hjell L., Ziegler R. Theories of personality. – St. Petersburg: Peter Press, 1997. – 608 p.
17. Vanakova G.V. Development of assertiveness as an indicator of resilience personalities//Secondary vocational education.2013. No. 10.- pp. 34-37.

3.4. Training technologies and their role in the formation of professional self-determination of students with special educational needs at the university

Aim: reveal the essence and technologies of conducting training in the educational process and their influence on the socio-psychological development of students with special educational needs.

Plan:

1. General concept and essence of training technologies
2. Classifications and variability of the training
3. Technologies for conducting training with SEN students

Keywords: training, training technologies

Recently, trainers have been actively using training in the process of training students, as it has a huge advantage over other forms of training. Since for №... the number of classes, you can train a large number of students and form the necessary skills and competencies for successful adaptation in society.

1. General concept and essence of training technologies

Historical page

Training was first developed and applied in psychology, and is still successful in connection with obtaining effective results in training. Training is a complex learning technology based on the use of different learning methods (learning by doing).

Training as a special form of education was formed thanks to D. Carnegie (in 1912), initially he taught public speaking, but when he saw the results from the effect of communication, he transferred them to other aspects of the formation of skills.

Socio-psychological training was invented by the German researcher M. Vorwerg in the 70s. Initially, the method was based on role-playing games with elements of dramatization and, through group interaction, was aimed at:

- to improve the socio-psychological competence of participants;
- to acquire socio-psychological experience.

For more details on who contributed in different periods of training development, see fig 1 [1,2,3,4,5].

Historical page

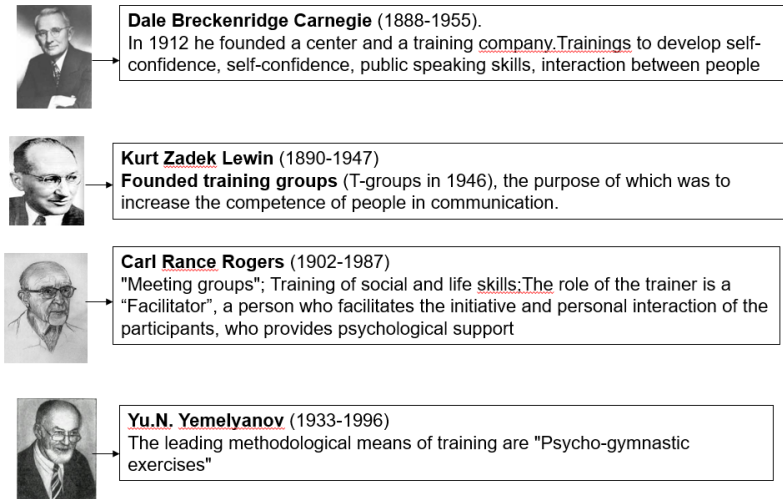


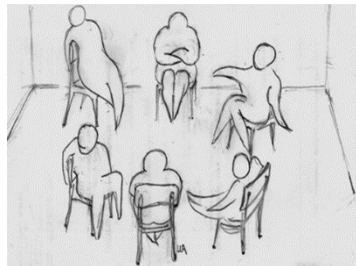
Figure 1. Historical Research Contributions to Training Theory

The concept of «training»

Training comes from the English. It means education, training, preparation. The concept of «training» is derived from the word training of certain skills necessary for this specialist.

According to Wikipedia, training is an active learning method aimed at developing knowledge, skills, and social attitudes [5].

Training is a form of interactive practice-oriented education of adults, which allows taking into account their right to justify the need to study new information, its integration into existing life and professional experience, as well as independent choice and decision-making (Amet-Usta Z.R.) [16, 6 p.].



Psychological training is a technology of psychological influence on a person for the purpose of its training, correction and development. (Makarov Yu.V.) [50, 7 p].

Goals, objectives, functions of the training

The main *goal* of the training technology is to provide psychological support to students in the process of purposeful organized group interaction.

The general goal of the training is specified in particular *tasks*:

- the acquisition of certain knowledge;
- development of the ability to adequately and most fully understand oneself and other people;
- diagnostics and correction of personal qualities and skills, removal of barriers that hinder real and productive actions;
- formation of social and communicative competence, development of the ability to effectively interact with others;
- learning reflective skills;
- stimulation of self-development needs.



Figure 2. Training in the educational process

Training as a learning technology in general can perform the following functions:

1. diagnostic - that is, identifying areas that need development or correction, actually teaching - that is, the transfer of new experience, whether it be knowledge, skills, or forms of behavior and attitudes;

2. teambuilding - passing through joint training, students, as a rule, spontaneously begin to feel more united;

3. psychotherapeutic - this is the effect of group dynamics, the actions of the trainer, and the training situation itself (Odintsova V.K.)[8].

2. Classifications and variability of the training

The more the trainer knows how to conduct various formats, the more interesting it will be for the trainees to get involved in the content of the training. In practice, training can be carried out in any format, the main thing is what you pursue the goal and objectives in its organization and conduct with students.

Table 1

Typology and types of training [9 p.13-15]

<i>Classifications</i>	<i>Types of training</i>
<i>Number of training participants</i>	<ol style="list-style-type: none"> 1. Training for a micro group (5-7 people) 2. Training for a small group (7-15 people) 3. Training for the middle group (15-30 people) 4. Training for a large group (over 30 people)
<i>The principle of formation of the participants</i>	<ol style="list-style-type: none"> 1. Open format training (open training, available to all interested representatives of the target auditor); 2. Corporate format training (training, at the request of the organization and only for employees).
<i>Professional, status or age level of training participants</i>	<ol style="list-style-type: none"> 1. Training for beginners 2. Training for specialists 3. Training for the leaders of the organization 4. Training for employees of the middle level of the organization 5. Training for employees of the lower level of the organization 6. Training for schoolchildren 7. Training for students 8. Training for adults 9. Training for parents 10. Training of trainers

<i>Authorship of the training</i>	<ol style="list-style-type: none"> 1. Author's training 2. Training reproduced according to the acting 3. Patchwork training (mosaic created by the trainer independently based on books, Internet sources).
<i>Quality level of training</i>	<ol style="list-style-type: none"> 1. Introductory training 2. Regular training 3. Advanced training
<i>Location, method of organizing training</i>	<ol style="list-style-type: none"> 1. Training on the territory of the organizer. 2. Training at the customer's premises 3. On-site trainings outside the city 4. Offsite training abroad
<i>Duration of training, intensity of work</i>	<ol style="list-style-type: none"> 1. Training session lasting from 30 minutes to 1.5-3 hours 2. Training session lasting from 3.5 to 7.5 hours 3. Training for 1 day (8 hours full training) 3. Training for 2-3 days 4. Training marathon» (practically continuous work for 24 hours or more) 5. «Training intensive» (several days in a row) 6. Modular training (several thematic «intensive trainings»)
<i>The training work paradigm followed by the coach</i>	<ol style="list-style-type: none"> 1. Training as a peculiar form of training 2. Training as a workout 3. Training as a form of active learning 4. Training as a method of creating conditions for self-disclosure of participants and their independent search for ways to solve their own psychological difficulties
<i>Training objectives</i>	<ol style="list-style-type: none"> 1. Training specific skills and/or skills 2. Communication training 3. Personal growth training 4. Business training 5. Professional trainings 6. Psychological training 7. Pedagogical training 8. Trainings for trainers 9. Thematic trainings

<i>Training effectiveness criteria</i>	<ol style="list-style-type: none"> 1. Trainings with predominantly objective criteria (professionally diagnosed level of development of trained skills and / or skills) 2. Trainings with predominantly subjective criteria (participants' self-reports about what gave friction to them personally)
<i>The system of personality relations in training</i>	<ol style="list-style-type: none"> 1. Trainings in the system «I – I» 2. Trainings in the system «I - Others» 3. Trainings in the system «I am a Social Group» 4. Trainings in the system «I am a Profession»
<i>The composition of the training groups</i>	<ol style="list-style-type: none"> 1. Trainings for a homogeneous group (by age, gender, cultural characteristics, etc.) 2. Trainings for heterogeneous groups
<i>Degree of coach dominance</i>	<ol style="list-style-type: none"> 1. Trainings focused on the leader (training groups with controlled group dynamics) 2. Participant-centered trainings (training groups with spontaneous group dynamics)
<i>The preferred way to stimulate training participants</i>	<p>Trainings that use rational ways to stimulate participants</p> <p>Trainings that use irrational ways to stimulate participants</p> <p>Trainings that use affective ways to stimulate participants</p>
<i>Compliance with the main Psychotherapeutic and psycho-correction directions, technologies, the techniques of which are used in the training</i>	<ol style="list-style-type: none"> 1. T-groups 2. Meeting groups 3. Gestalt-groups 4. psychodrama 5. Groups of body psychotherapy 6. Dance therapy 7. Art therapy 8. Theme-centered interaction 9. Transactional analysis 10. Skill training groups 11. Group-analytic approach 12. NLP
<i>Compliance with methods of psychotherapy</i>	<ol style="list-style-type: none"> 1. Training based on intrapsychic therapy 2. Training based on behavioral therapy

Other classifications and types of training there, see in fig. 2 [1]

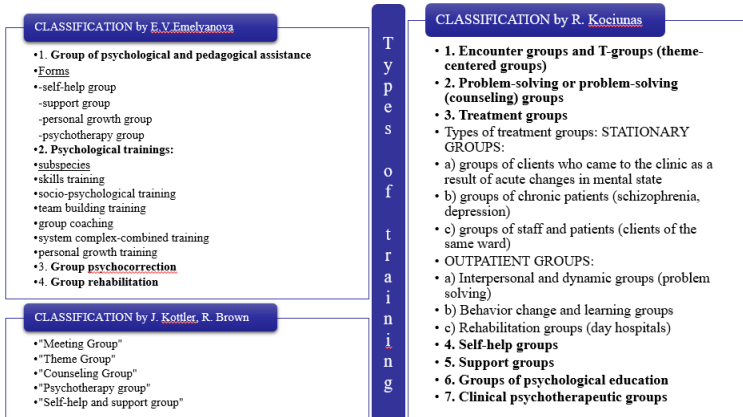


Figure 3. Types of training

Currently, there are a large number of classifications of psycho-correctional and psychotherapeutic groups.

There are trainings individual, interpersonal, group and intergroup; in terms of time scales - short, medium and marathon trainings (Odintsova V.K.) [8].

Let us give a brief description of the main types of training that are used by various psychological schools:

1. T-groups/still differently theme-centered trainings (personal development training in interpersonal space). Author K. Levin.

2. Behaviorally oriented groups (B-groups) (life skills training).

3. Psychodramatic approach (Psi-groups) (training for solving personal problems). The credit for the emergence of psychodrama belongs to Jacob Levy Moreno

4. Transactional analysis (TA-groups) (training for rational self-knowledge and self-development). The creator of transactional analysis (analysis of interactions) is Eric Berne.

5. Gestalt approach in group work (G-groups) (training of self-actualization and self-regulation). The founder of group gestalt

therapy is Frederick Perls (Rensh M.A., Sadovnikova N.O., Lopez E.G.) [10 p.15-19] see fig.

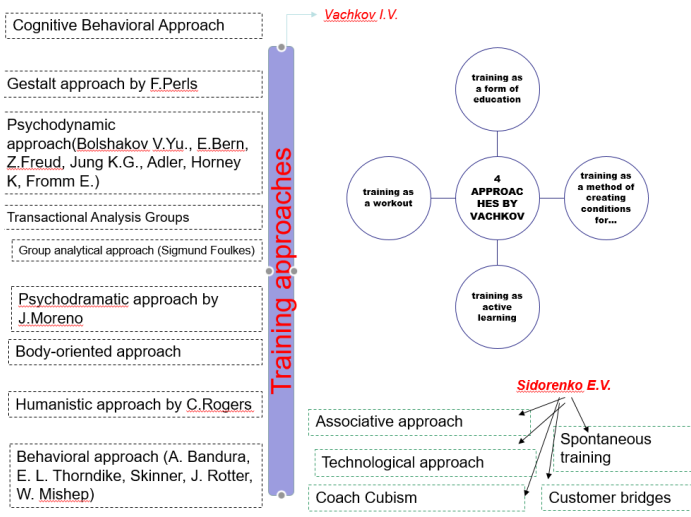


Figure 4. Training approaches

The trainer can also take into account the models of training. See table. 2

Table 2

Training learning models (Sidorenko E.V) [11]

<i>Learning Model 1</i>	<i>Learning Model 2</i>
<ol style="list-style-type: none"> 1. Personal experience (Working with the experience of participants) 2. Reflective analysis ((analysis process) 3. Theoretical concepts (modeling a more successful model of behavior in a situation that was considered as an experience.) 4. Experimentation (approbation of the newly created concept in practice, development of ways to apply the findings in practice) 	<ol style="list-style-type: none"> 1. Experimentation 2. Reflexive analysis 3. Theoretical concepts 4. Personal experience (acquired in new conditions)

3. Technologies for conducting training with SEN students

The trainer can choose the best technology according to personalities, age, gender, conditions, and other factors that affect the quality of the result in the training and consolidation of competencies. The technologies and stages of implementation see in table 3.

Table 3

Technologies and stages of training

<i>Authors</i>	<i>stages of training</i>
Amet-Usta Z.R.	Stages: 1. Identification and analysis of the needs of future training participants. 2. Designing the training. 3. Direct training. 4. Evaluation of the effectiveness of the training. [6 p.15]
Sidorenko E.V.	Stages: 1. stage of personal experience. This stage involves the acquisition by the participant of specific experience or the presence of previous experience; 2. stage of reflective observation. The participant comprehends and reflects this experience; 3. the stage of theoretical generalization or abstract conceptualization - the introduction of new information into the system of already existing knowledge and experience and the establishment of links between them; 4. stage of active experimentation. Independent application of new knowledge in practice in a variety of situations - imaginary, simulated and real [11].
Puzikov V. G.	Stages: 1. Contact 2. Orientation 3. Search for a joint solution 4. Decision making [12].
David A. Kolb	Stages: 1. Concrete experience 2. Use in certain situations Action plan 3. Observations and reflections on experience 4. Formation of abstract concepts and generalizations (Metlyaeva T.V.) [13].

<p>Chistyakova O.A., Sidorov S.V., Kopylova O.Yu.</p>	<p>Stages: 1. introductory part; 2. warm-up; 3. main exercise; 4. final reflection [14].</p>
<p>Zaretskaya L.V.</p>	<p>Stages: 1. In interactive interaction during the performance of a particular task (exercise, group discussion, role-playing game), the student gains a certain experience; 2. the stage of reflection of the gained experience begins; 3. own reflection and feedback from other participants constitute a kind of collective experience that allows the student to draw a conclusion (to clarify for himself the «zone of proximal development»); 4. a personal development plan is built («zone of actual development») [15 p.27]</p>
<p>Eliseenko A.S., Zverev D.A.</p>	<p>Stages of training: 1. Preparatory stage. Determination of the approach to systems thinking (depending on the request). Selection or creation of a simulator. Defining a list of technologies and techniques to learn. 2. Problematic session. Simulator decision, the zone of successful decisions lies outside the technologies of the group of participants. Impasse situation. Discussion and reflection on the causes of the impasse. 1. Didactic block. Presentation of technologies and techniques. 2. Instructions for use. Practical application of technologies on cases. Discussion of the scope of technologies and techniques. 3. Trial session. Simulator solution. Change of results (yes/no). Discussion. 4. Resulting session. Simulator solution. Summarizing. Feedback. [16 p.103-104]</p>
<p>Makarov Yu.V.</p>	<p>Stages: 1. Learning procedure 2. Corrective procedure 3. Developing procedure [7 p.53]</p>

Zolotarev V.	<p>Stages of training:</p> <ol style="list-style-type: none"> 1. Initial events (insert word; acquaintance, expectations, rules) 2. Problematization (updating the topic, motivation, clarifying goals and desired learning outcomes) 3. Learning phase 4. Integration (integration of all worked out elements of the topic, deepening and consolidation of the material) 5. Closing activities (suitcase, homework, final discussion) [17] 												
Odintsova V.K.	<table> <tr> <td>1. Admission</td> <td>2. New material</td> <td>3. Fixing</td> </tr> <tr> <td><i>admission</i></td> <td><i>the culmination</i></td> <td><i>the final</i></td> </tr> <tr> <td><i>overture</i></td> <td><i>subject</i></td> <td><i>code</i></td> </tr> <tr> <td><i>introduction</i></td> <td><i>main part</i></td> <td><i>conclusion</i></td> </tr> </table> <p>[8]</p>	1. Admission	2. New material	3. Fixing	<i>admission</i>	<i>the culmination</i>	<i>the final</i>	<i>overture</i>	<i>subject</i>	<i>code</i>	<i>introduction</i>	<i>main part</i>	<i>conclusion</i>
1. Admission	2. New material	3. Fixing											
<i>admission</i>	<i>the culmination</i>	<i>the final</i>											
<i>overture</i>	<i>subject</i>	<i>code</i>											
<i>introduction</i>	<i>main part</i>	<i>conclusion</i>											
Rensh M.A., Sadovnikova N.O., Lopez E.G..	<p>The training includes the following phases:</p> <ol style="list-style-type: none"> 1. acquaintance; 2. warming up; 3. labilization; 4. creation (introduction) of indicative bases of activity; 5. mastery [10 p. 33-40] 												
Grigoriev N.B.	<p>Stages:</p> <ol style="list-style-type: none"> 1. Addiction stage 2. Confrontation stage 3. Optimum performance stage 4. The final stage of working with the group [18 p.37-50] 												
Zaitseva T.V.	<p>Stages:</p> <ol style="list-style-type: none"> 1. Removal of non-constructive elements and patterns of behavior from the internal plan to the external one. 2. Construction of a model of ideal behavior in the external plan. 3. Modification of the behavior of the group members in the direction of maximum approximation to the standard and fixing it in the internal plan [19 p.29-32] 												

Let's briefly consider our author's vision of how to conduct training [1-5].

About the stages of training development technology see fig. 4.



The stages of training development technology

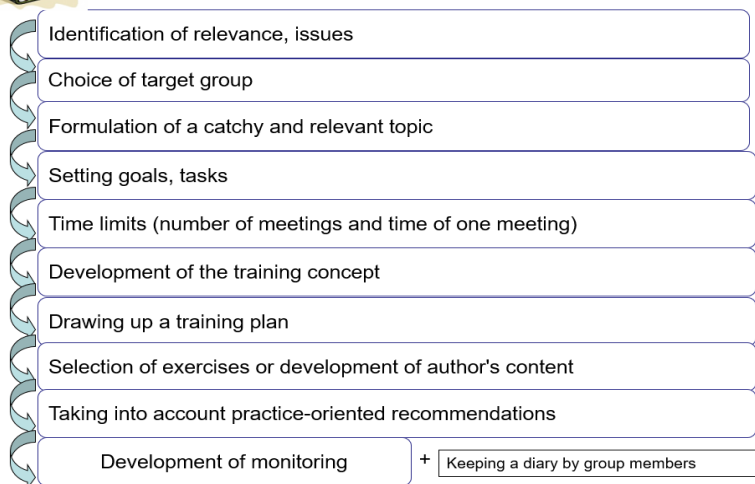


Figure.5. Technology for the development of socio-pedagogical training by a trainer

- 1) Revealing the relevance of the issue
- 2) Selecting the target group

Elliot Aronson believes that **the main goal** of training groups is to develop readiness to explore one's own behavior, increase social competence and openness in interpersonal relationships, teach cooperation and constructive conflict resolution.

Kjell Rudestam notes that **the goals of group work** can be very diverse. They can be set from the outside and determined by the needs of its participants. In this regard, in one case, the well-defined desire of a group of people to improve their well-being can serve as a goal, and in another, self-realization.

Training groups are specially created small groups. Participants are included in intensive communication with the assistance of a psychologist. This intensive communication is focused on helping everyone to resolve various psychological problems and self-improvement.

Completion of the training group

The Americans have 2 main principles in completing a group: voluntariness and awareness.

The optimal number of participants is 10-14 people.

It should be noted that trainings can have various variations, additions and assumptions, focusing on organizational aspects. It will be determined on a case-by-case basis:

- the specifics of the tasks and goals set in the training;
- content and methods of group work;
- the capabilities of the participants.

The main criteria for the forming a training group:

1. Group size: acceptable - 6-25 people, optimal - 8-12.
2. Age: acceptable - 18-60, optimal - 20-40.
3. It is desirable that the training participants belong to the same age group: 17-30 years old, 23-45 years old, 40-60 years old. If participants of 17 and 50 years old are in the same group, this will cause an asymmetry in relations, which does not contribute to successful communication and the work of the group.
4. Gender.
5. Heterogeneous groups by sex are recommended, it is better when men and women are equally divided. Perhaps when the group is all men or all women. It is undesirable for all men and one woman, and vice versa.
6. The status of the participants.
7. It is recommended to select groups that are homogeneous in terms of status composition.
Not recommended:
include in the group of persons who are directly subordinate (the higher the formal status, the higher the sociometric one will be).
8. Social stratum
9. The participants of the training should belong to the same social stratum (if possible).
10. Intelligence.
11. The group must be homogeneous in terms of intellectual level. This is especially important for intellectual training groups.

12. The degree of acquaintance. It is desirable to participate in a group of strangers. The course of the group process is influenced by the nationality of the members of the group, in one national group there is more mutual understanding.

3) Formulate a catchy and relevant topic

4) Setting goals, tasks

5) Time limits (number of meetings and time of one meeting)

Each meeting is divided into sessions, lasting 1.5 hours with 10-15 minute breaks and one long break.

Number of meetings.

Usually the total number of hours is divided into 5-7 meetings, from here the time of one meeting is calculated, usually it is 6-8 hours.

Frequency of meetings.

1. Intensive work - involves 4-5 meetings for 7-8 hours.

2. Less intensive work - based on 1 meeting per week for 4-5 hours.

3. Marathons - meetings are rare, but long - all day or around the clock with short breaks for rest and sleep. Usually the program includes a 3-day work schedule; 1st and 2nd days for 8-12 hours, 3rd day - 24 hours.

Marathon is an extreme form of group work proposed by Fred Stoller and George Bach. They worked in psychoanalytically oriented groups, where they experimented with various non-traditional therapeutic methods.

6. Development of the training concept

7. Drawing up a training plan

8. Selection of exercises or development of author's content

9. Taking into account practice-oriented recommendations

10. Development of monitoring (introduction of the diary)

The development model in the training organization includes the following components (see fig.5) [1].

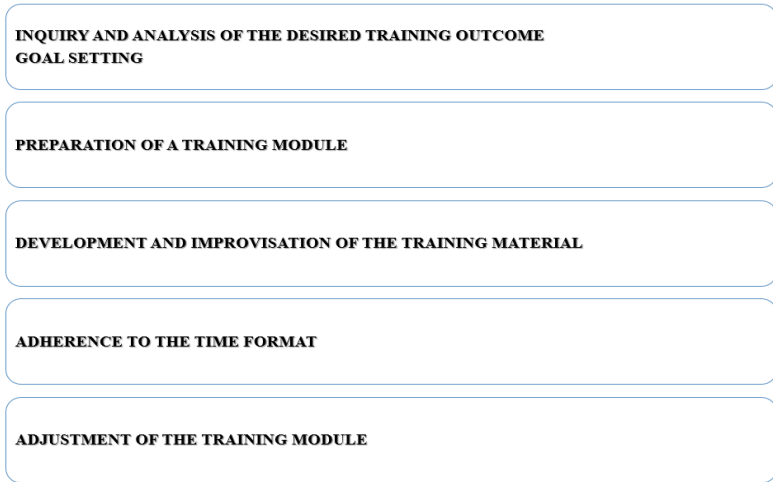


Figure 6. Training development model

The training technology includes the following steps (see Fig. 6).

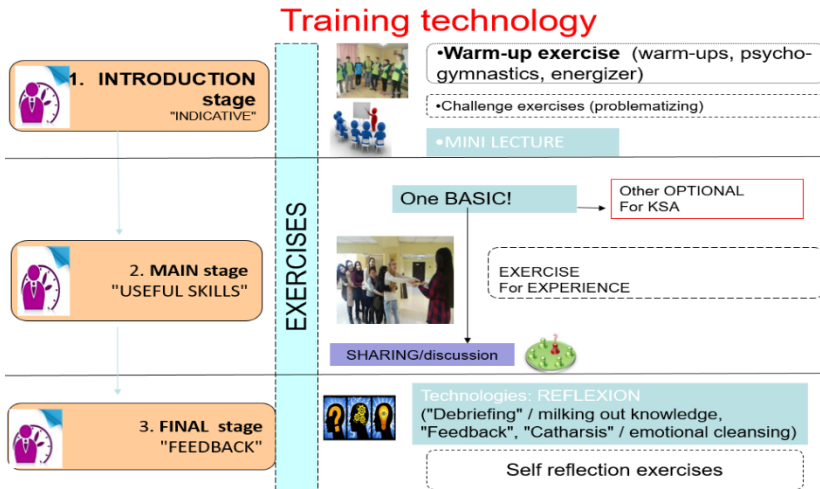


Figure 7. The training technology (Sadvakasova Z.M.)

The duration and frequency of inclusion in the training depends on the format and topic. The training is aimed at obtaining the goals-results as products of developmental education: the assimilation of technological information, the formation of new skills in the educational space of the training.

In the training in the learning process, the technology of learning by action is used, which is connected by a system of practical training without interruption from production work. Under the conditions of learning by action, participants work together to solve urgent complex, professional problems and actively learn not only from the trainer, but also from each other. See fig.7.



Figure 8. Action learning

First stage of training

At the first stage of the «orienting activity» technology: introduction to the lesson, key topics and the course of further events.

At the first stage of the training, preparation and formation of small groups is carried out. It is desirable that the number of each team was a minimum of 5-7 people and a maximum of 10-12 people. If the number is too small (less than 4 people), the number of ideas that the participants form decreases, and if the number of listeners is too large (more than 15 people), someone takes a passive role, someone takes an active role.

The most important second stage: the modeling of the working project. To make the training interesting and productive, preliminary homework is given to a small group. They are invited to present cases from the work of educational organizations (these can be problem situations with an order and analysis of errors and with the proposal of effective solutions; successful projects and achievements linking them with real practice).

At the first stage, it is important to organize the «Entry point» into the trainees' training work. For example, psychologist Mihaly Csikszentmihalyi [20] identifies 10 conditions or «entry points» into the state of flow, taking into account the specifics of group work at the training, entering a productive state:

1 condition. The call as a trigger for the flow state. This may be the integration of new topics into the classical program, the intensive use of innovative teaching methods. The goals and objectives set for the group should be advanced and at a high level of complexity, but taking into account age and individual characteristics.

2 condition. Full, deep concentration, concentration, fusion of the trainer and the group for the purpose of training.

3 condition. Transparent clarity of the topic and improvisation at the same time during the training.

4 condition. Getting feedback from listeners. The feeling of giving is important in creating creative freedom and emancipation of participants. It is desirable for the trainer to communicate in terms of growth and strengthening of motivation for achievements in communicating with the audience.

5 condition. Immersion and dissolution in the content.

6 condition. Individuality in the coach («charisma»), a brighter and stronger personality.

7 condition. Control over the training situation.

8 condition. Solubility in the flow state.

9 condition. Flash of the phenomenon of altered subjective time. Time flies quickly and imperceptibly.

10 condition. Summarizing the overall results and receiving feedback from the audience. To the head coach to emphasize that the participants now have new ideas, information and skills that they will implement in their work. It is also desirable to complete with the presentation of certificates and a photo report on the active and emotional background of the participants in the training (Samoukina A.) [21 p.213-225].

It is advisable for the trainer to find out requests at the first, introductory training session; expectations; goals and make adjustments to the program. The program and the training itself should

be built on the principle of flexibility. Then the training will be relevant and absorbed with taste by the audience.

Second stage of training

At the second stage «Filtration» the training is organized according to the «lacing» type, i.e. the organization of training comes with a pulsating change of two modes: learning training and the work of participants in real conditions in the workplace. At this stage, participants in the discussion and application of various teaching methods use convergent (the search is organized for only one correct solution) and divergent approach (multiplicity of correct solutions) developed in the areas. In the divergent search for a solution, the rejection of stereotypes and well-known technological concepts is encouraged. The coach supports and stimulates the search for unusual, non-standard ideas in every possible way.

The second stage will be interesting if the roles of listeners are correctly distributed in it, taking into account individual characteristics.

For example, options:

Option 1. Speaker, questioner, expert, critic, timer, communicator or connecting bridge (A. Samoukina) [21].

Option 2. Expert researcher, critic, questioner, reflector, fixer, observer (G.P. Shchedrovitsky).

Option 3. Idea generator, coordinator/organizer, resource researcher, motivator/inspirer, expert critic, implementer/executor, communicator/soul of the company, finalizer/controller of results (R. Belbin) [1].

It is desirable in the training to provide participants with roles that they correspond to in terms of psychological characteristics.

And do not forget the coach about «Psychological Praise» and encouragement. For example: «An interesting, unexpected decision!», «There is something to strive for!», «There is something to work on!», «What do you think can be improved?», «Thank you for an interesting question!», «You pushed me with your question!», «What a non-standard, unexpected question / answer» [21].

The result of the second stage is the «filtering» of the received ideas and the development of a model, program, etc.

The third stage of the training «summarizing». Performance and presentation of team ideas.

The final stage in the training technology is feedback and summing up for further work with participants in other groups.

Questions for self-control:

1. What is training?
2. Who has contributed to the development history of the training?
3. Describe and give examples of existing types of training?
4. Expand what technologies are developed in practice by the authors?
5. How the «learning by action» training technology is organized.
6. What approaches can be used to organize training in practice by a trainer?
7. Describe what moments it is desirable in the stages of the training to be guided by the trainer in working with the audience?

Assignment for independent work of students:

1. Choose one author of the training technology, study his methodological recommendations and develop your own scenario for conducting training with students.
2. Get acquainted with the book (Dave Burges «Learning as an adventure. How to make lessons interesting and exciting» - M.: Alpina Publisher 2015-237 p.) and insert methodological recommendations into your development during the training.

References:

1. Sadvakasova Z.M. Socio-pedagogical training: textbook - Almaty: Kazakh University, 2016. - 115 p.

2. Sadvakasova Z.M., Ziyabekova B.T., Madalieva Z.B. Training in the preparation of specialists at the university: a teaching aid for university teachers. I part. - Almaty, 2007. - 92 p.
3. Sadvakasova Z.M. Innovative Forms of the Educational Process in Higher Educational Institutions: Teaching and Methodological Guide. - Almaty: Kazakh University, 2015. - 98 p.
4. Мынбаева А.К., Sadvakasova Z.M. Innovative educational technologies - Almaty, Kazakh University, Textbook. 1 hour - 2019. - 205 p.
5. Wikipedia Training
<https://ru.wikipedia.org/wiki/%D0%A2%D1%80%D0%B5%D0%BD%D0%B8%D0%BD%D0%B3>
6. Amet-Usta Z.R. Training technology: from conception to implementation /tehnologiya-provedeniya-treninga-ot-zamysla-k-realizatsii Макаров Ю.В. Технологический подход к психологическому тренингу // Серия Психология 2017.-Т.19- с.48-58 / <https://cyberleninka.ru/article/n/tehnologicheskij-podhod-k-psihologicheskomu-treningu>
7. Odintsova V.K. The use of training-technologies in the lessons of an interdisciplinary course. Method.development 38 p. / <https://znanio.ru/media/ispolzovanie-training-tehnologij-na-urokah-mezhdistsiplinarnogo-kursa-2719741>
8. Training as a technology for effective group work / <https://kniga.biz.ua/pdf/2995-Igra-v-training-glava1.pdf>
9. Rensh M.A., Sadovnikova N.O., Lopez E.G. Socio-psychological training: Practicum. Yekaterinburg: Publishing house of GOU VPO «Ros. state prof.-ped. un-t»), 2007. 190 p.
10. Sidorenko E.V. Technologies for creating training: from concept to result / - St. Petersburg: Sidorenko and Co., 2015. - 128 p.
11. Puzikov VG Technology of training. - St. Petersburg: Rech Publishing House, 2005. - 224 s / <https://dogmon.org/tehnologiya-vedeniya-treninga.html>
12. Metlyaeva T.V. Acting and directing: a textbook. - Vladivostok: VGUES Publishing House, 2011. - 104 p.
13. Chistyakova O.A., Sidorov S.V., Kopylova O.Yu. Pedagogical technologies: study guide. - Shadrinsk: ShGPI, 2004. - 68 p. / https://sisv.com/publ/training_obshhenija/4-1-0-388
14. Zaretskaya L.V. Training lesson as a method of interactive learning (features of its construction) // Addiction Prevention -2015-№1 - P. 22-40
15. Eliseenko A.S., Zverev D.A. Technology of simulation training for the development of systemic thinking and the development of management teams // Organizational psychology. 2013. Vol. 3. No. 3. pp. 97–112/ file:/// <https://cyberleninka.ru/article/n/tehnologiya-simulyativnogo-treninga-dlya-razvitiya-sistemnogo-myshleniya-i-razvitiya-upravlencheskih-komand>
16. Zolotarev V. Training technology - M, 2021/ <https://books.google.kz/books>
17. Grigoriev N.B. Psychotechnologies of group training: Proc. allowance. - SPb.: SPb-GIPSR, 2008. - 176 p.

18. Zaitseva T.V. Theory of psychological training. Psychological training as an instrumental action - St. Petersburg: Rech, M.: Smysl, 2002. - 80 p.
19. Csikszentmihalyi M. Potok: Psychology of optimal experience / - M., 2021.- 464 p.
20. Samoukina N. Living Theater of Training: Technologies, Exercises, Games, Scenarios - St. Petersburg: Peter, 2014.-272p.
21. Sadvakasova Z.M. Technologies of socio-pedagogical training. <https://www.kaznu.kz/content/files/pages/folder21049/2022%20%>

List of recommended literature

1. Petrovskaya L.A. Theoretical and methodological problems of socio-psychological training. - M.: Publishing House of Moscow State University, 1982. - 168 p.
2. Bolshakov V.Yu. Psychotraining. St. Petersburg: Socio-Psychological Center, 1994. - 316 p.
3. Buckley R., Capel J. Theory and practice of training. - St. Petersburg: Peter, 2002. - 352 p.
4. Ments Morri Effective training through role play. - St. Petersburg: Peter, 2001.-208s.
5. Petrushin S.V. Psychological training in a large group. - M.: Academic project, 2000. - 256 p.
6. Psychogymnastics in training / Edited by N.Yu. Cartilaginous. - St. Petersburg: Speech, Training Institute, 2000. - 256 p.
7. Flight F., Smith B. 500 best tips for a coach. - St. Petersburg: Peter, 2001. -
8. Thorn K., McKay D. Training. The trainer's handbook. - St. Petersburg: Peter, 2001. - 208 p.
9. Robert M., Tilman F. Psychology of the individual and the group. - M., 1988.
10. Fopel K. Psychological groups: Working materials for the presenter: A practical guide. – M.: Genesis, 2000. – 256 p.
11. Lee D. The practice of group training. - St. Petersburg: Peter, 2001 - 224 p.
12. Workshop on SPT, ed. Parygina B.D. - St. Petersburg, 1990.

3.5. Methodological aspects of organizing and conducting training with sen students

Aim: reveal the methodological recommendations for the trainer on the technology of conducting the training and their impact on the socio-psychological development of a person with SEN

Plan:

1. General requirements for the training
2. Personality and skills of the trainer to conduct the training
3. Principles, rules, norms in the organization and conduct of training
4. Tools for conducting training

Keywords: training, norms, rules, tools for conducting training

1. General requirements for the training

The success of any training depends on taking into account and implementing methodological recommendations developed in practice, as well as competent leadership in working with a group where certain trainees' skills are trained.

In designing the training trainer should consider the following in the program and in the conduct of the training:

- requirements for the premises.
- equipment and consumables.
- organization of the training.
- number of participants.
- requirements for the time and content of classes.
- hours of operation.

Training and its effectiveness in conducting training according to Amet-Usta Z.R. depends on the design, which includes:

- definition of goals: what exactly participants should be able to do after completing the training;
- development of an effective scenario;
- selection of appropriate exercises, as well as methods and techniques of work;
- the choice of methods for assessing and consolidating the effects of learning [6].

Yu.V. Makarov during the training, a single group process covers three levels of personality of the participants:

- cognitive (obtaining information);
- emotional (experience due to dissatisfaction with the information received);

– conative (change, expansion of behavioral responses) [7 p.64].

According to Zaitsev T.V. the trainer at all stages of the training is guided by:

– *Choice of theoretical base.* As we noted earlier, the choice of one or another psychological school is always mediated by the personality of the leader. The «theoretical self-determination» of the trainer is influenced by his views, attitudes, value system, etc. Moreover, the theoretical concept of the trainer determines his view of the problems of the participants and determines the nature, direction and content of psychological intervention.

– *Definition of the training function:* change, development, prevention or rehabilitation. The trainer makes a definite opinion about the prospects of each of the groups and chooses the depth, intensity of the intervention and the main function.

– *Diagnostics.* Starting any training, the leader performs, first of all, a psychodiagnostic task. Observing the behavior of the participants in the first stage, he selects the means and determines further professional action by collecting a body of information about the state of the participants, their desired state, taken as the norm, and establishing a «diagnosis» in the event of a real or supposed deviation from the normal state. At the same time, the originality of the psychodiagnostic task is that it includes empirical and a priori components (Anufriev, Kostromina, 2000). The empirical component is not set explicitly and in full at the very beginning of the training, but is established and formulated by the psychologist in its process. The a priori component of the psychodiagnostic task is the information and knowledge that the facilitator had before the start of the training.

– *Selection of means.* We have already paid much attention to the fact that the choice of means is always the prerogative of the host. The variety of methods of psychological intervention, sometimes a jumble of elements borrowed from various psychotherapeutic schools, offers a wide range of choices.

– *Professional activities.* The perceptions and expectations of the coach rarely coincide with real events. The leader's improvisation during the training also depends on his vision of the overall picture and subjective assessments of what is happening.

– *Empirical validation of the results.* Each coach gradually builds his own arsenal of «indicators» of the process's success. Yu.M. Bolshakov describes a set of standardized methods that have been developed to determine the effectiveness of training. In addition, each coach has his own unique set of icons that signal to him what happens and with whom during group sessions [19 p.40].

Training is distinguished by the presence of certain specific features. The authors Rensh M.A., Sadovnikova N.O., Lopez E.G. include to it:

- following a number of principles of group work;
- focus on psychological assistance to group members in self-development, while such assistance comes not only (and sometimes not so much) from the leader, but also from the participants themselves;

- the presence of a more or less permanent group (usually from 7 to 15 people), periodically gathering for meetings or working continuously for two to five days (the so-called marathon groups);

- a certain spatial organization (most often the work takes place in a comfortable isolated room, the participants most of the time sit in a circle);

- emphasis on the relationship of group members, which are developed and analyzed according to the principle of «here and now»;

- application of active group work methods;

- objectification of subjective feelings and emotions of group members regarding each other and what is happening in the group, verbalized reflection;

- an atmosphere of looseness and freedom of communication, a climate of psychological safety [10 p.13-14].

In the guide to effective coaching, Zaretskaya L.V. offers at the beginning

- Discuss with the students in advance what you will work on, your style, the time frame of the training lesson.

- Specify «areas of responsibility»: rules, procedures for interaction in them.

– Establish contact through sincere concern and interest in the problems of the listeners. Determine the purpose of the work and the desired results of your interaction.

– Stay within the specified study areas. This is the basis for building trust.

– Do not judge. Your role is to support, not judge. Don't impose your opinion.

– Ask open-ended questions that address only the agreed subject matter. Try not to start from an already «ready-made» answer.

– Be prepared to not know something. Trust the process. When working with your audience, don't pretend to be an expert.

– When discussing, try to build questions based on the previous statement.

– When you do not know what to do, refer to the purpose of the interaction or to what the listener considers necessary [15 p.35].

Shipunov S. suggests the following mandatory elements during the training:

– motivation (a set of prepared stories, interesting games and exercises that motivate in themselves);

– presentation (lecture) and have handouts;

– demonstration;

– instructions (preferably in printed form);

– exercises + questions for consolidation and sharing/feedback.

Mechanisms contributing to the quality of training:

– high-quality technology;

– manual (detailed description of the steps of its implementation);

– handouts;

– personal relationships with group members;

– post-training support (feedback on acquired skills) [22].

Ovchinnikova I.S. identified attributes that include:

– training group;

– training circle;

– group rules;

– atmosphere of interaction and communication;

– interactive teaching methods;

- the structure of the training session;
- evaluate the effectiveness of the training.

These attributes can be aimed at acquiring general cultural skills and abilities, developing cooperation skills, skills in analyzing primary sources and additional literature, skills in logical thinking, analysis, preparing a presentation as a result of independent work; mastery of new forms of educational activity, the formation of a positive attitude towards oneself and others, the search for effective ways to solve problems [23].

Also important in the training are exercises.

Types of training exercises: organizational; motivational; communicative; creative, development of cognitive processes; reflexive.

2. The personality and skills of the trainer to conduct the training

COACH PERSONALITY

«A teacher's work is like that of a gardener who takes care of various plants. One plant loves the sunshine, the other the cool shade; one loves the shore of the stream, the other the barren mountain peak. One thrives in sandy soil, the other in rich loam. Each requires the care best suited for it; otherwise the result is unsatisfactory».



Abdu'l Bahá

An important role in changing the personal growth of students is played by the role of a trainer who has personal qualities, skills and knows how to manage the process in training.

Coach skills

It is important for the training leader to have certain group work skills according to Rensh M.A., Sadovnikova N.O., Lopez E.G.:

- group cohesion;
- warm-ups, role-playing and psychotechnical games;
- conducting discussions;
- increasing motivation;
- elimination of the objection;
- feedback;
- communication with «difficult clients» [10 p.53].

Samoukina N. offers the technology of working with objections (see Table 4) and knowledge of the «five fingers» technology in conducting training as important trainer skills:

1. greet the group,
2. make a short presentation (self-presentation)
3. show a positive attitude, accept participants
4. show connection, start communicating from the position of «we».
5. make a proposal for communication - say about the program and technology of interaction [21].

Table 1

Trainer's skills in conducting training

(N. Samoukina) [21 p.205-213]

Trainer Skills	Content
<i>Coach's positive attitude to objections</i>	It is good if, upon receiving an objection, the coach says: «Thanks for the interesting question! Experience shows that...» «I have considered this question. My opinion is that...» «Thanks for the objection! To reinforce my position, I am ready to formulate the following arguments...» «Your objection develops me! Let's think...»
<i>Skill their warnings</i>	The trainer must know well the needs of the trainees who came to the training, and not only the needs identified during the pre-training diagnostics in the case of a corporate order, but also the needs of the participants whom he sees for the first time in an open training. Let's list the typical needs of the participants in the training.

	<p>Most students feel the need for emotional comfort during training, personal security, when they do not need to be afraid of aggressive competition and negative attacks on their address from the coach and other participants. Their choice is directed not only towards the topic of the training, but also towards a positive, benevolent trainer. Conversely, if their need for comfortable learning is not met? they can show either passivity or resistance.</p>
<p><i>The skill of distinguishing between true and false objections of the participants</i></p>	<p>When a trainee disagrees, objects, and says no, the trainer needs to recognize: is this a true, meaningful objection or a false one? In the case of a false objection, the listener says one thing, but in fact the meaning of his behavior is in another. He does not tell the truth for many reasons: he does not trust the coach or the group, he does not want to learn and formulates an excuse, he asserts himself and demonstratively attracts attention to himself.</p>
<p><i>Working with a false objection</i></p>	<p>using the techniques «Let's assume that this is so ...», «Good. Let's do as you suggest...» We often use this skill when I see that any of my responses to an objection does not cause agreement, but persistence in defending the stated objection or the escalation of new objections. In these cases, you need to say: «Okay, let's do it! Do you agree?» And since in the case of a false objection it makes no sense to take the action that the listener insists on, he usually waives his objection.</p>
<p><i>The false objection skill can be called «Anything else?»</i></p>	<p>This technique works well when the listener talks about his personal problems that are not directly related to the topic of training. If the trainer has expressed sympathy and support, and the trainee is waiting for more time to be devoted to solving his personal problem, you can send the solution to this problem for a while after the training. In this case, the participant will calm down, and the trainer will have the opportunity to return to the topic of the training. However, if the listener continues to formulate their problems, it is helpful to clarify the situation and ask, «Yes, I understand. Are there any other difficulties?», «Yes, I understand you. Is there any other reason for us to deviate from the topic of the training? Or can we get back to teaching?»</p>

<p><i>False Objection Handling Skills</i></p>	<p>Sincere, open position of the coach and his direct, frank questions to the group. You can switch to open communication and ask: «Tell me, please, do you really want to discuss this issue? Maybe there is another reason for your refusal to discuss? It would also be appropriate to ask, «I would not like to waste valuable study time. I feel that we are losing momentum, and our training has stalled. Tell me, do you really want to play this game? Or are there other reasons for your refusal to play the training situation? If there are no good reasons, the coach returns to discussing or losing the business game.</p>
<p><i>The skill of working with true objections can be formulated as follows: the trainer is advised to listen carefully to the objecting participant and strive to understand him</i></p>	<p>The trainer's attitude towards the group «I'm right, you're wrong!» — is wrong. The trainer's attitude «they are right, so I'm wrong ?!» can also be noted as incorrect. It is better and more effective to treat the real objections of the listeners with the attitude «Everyone is right, it's just that we have difficulties in communications. We need to understand each other!</p>
<p><i>Pause Skill</i></p>	<p>The trainer is not in a hurry to answer, especially to complex, well-founded objections, he clarifies the needs and goals of the listener in more detail, takes a pause for reflection.</p>
<p><i>The skill of working with real objections is manifested in the fact that the coach does not let the situation take its course, but maintains an active position and initiative in communication during the training and resolves the problem situation.</i></p>	<p>I always strive for an active role in the training, of course, it is constructive and active, and not directive and oppressive. Realizing an active position and responding to the objection of the listener, you can ask: «Did you get an answer to your question?», «Do you agree?», «Are you interested?», «What else would you like to discuss?» In communication with an objecting client, plus-minus speech turns work great: Yes, and yet... Yes, if... Yes, however... Of course, if... Certainly, and yet... Of course, and nevertheless, the «50:50» technique has proven itself well: «Thank you for the objection! I am 50% with you It will be great if, at the end of the</p>

	<p>training, the trainer asks himself the following questions:</p> <p>Have I spent enough time clarifying the needs of the participants?</p> <p>Did I understand the goals and objectives of the students correctly?</p> <p>Did I explain everything well in the training?</p> <p>Did I do the right thing in training? Have I been very accommodating or overly harsh in dealing with people? training I chose?</p> <p>Did I give the listener important arguments to convince him?</p> <p>Could I have prepared better for the training so as not to get so many objections»?</p> <p>Agree. Because... However, I can't agree with 50%. My arguments are...</p>
<i>Third Party Skill</i>	<p>The skill of dealing with real objections, when the listener doubts the competence of the trainer, is that the trainer can turn to a third party: name the companies in which he conducted original trainings and which were satisfied with the results of the training. Of course, the participant can call the company to get confirmation, but there is no need to be afraid: if the training was successful, people will always say about their positive assessment of the trainer.</p>
<i>Skill question repetition</i>	<p>the trainer deliberately repeats the objection in the form of a question in order to neutralize the harsh tone of the listener, as well as to motivate the participant to discuss the answer together. If the objection is reformulated into a constructive question, not only the opposing participant is involved in such a discussion, but also other active listeners.</p>
<i>Experience analysis skill</i>	<p>the trainer always seeks to analyze the experience gained during the training. Everyone knows that customer objections develop a coach (and any other professional).</p>

Coach Functions

In the course of psychological training, the coach performs several functions.

1. *leadership function*. The trainer determines the goals of the T-group, develops and organizes the implementation of an appropriate training program of actions, establishes norms and rules of behavior in the group, and provides methodological support for classes. The degree of expressiveness of the coach's leadership position is determined by the form of the training and the individual leadership style. But the leading role of the trainer should not lead to a decrease in the activity of the participants and allow them to shift the entire responsibility for the implementation of the training program to the trainer.

2. *Analytic function*. The trainer analyzes the results achieved with the help of the training, generalizes them and comments on what is happening in the group.

3. *Expert function*. The trainer, together with the participants, analyzes and evaluates the current situation in the T-group. In addition, the trainer, in the process of individual work with each participant, helps him evaluate his own behavior and understand how it affected other members of the group.

4. *Organizational and mediating function*. In the literature, this function is considered the main one in the activity of a coach. In this case, the coach acts as a facilitator. The trainer should and can intervene in group processes when the group is having difficulty in finding solutions to problems that arise during the training. The tasks of the facilitator also include the resolution of group and interpersonal conflicts [21].

The role of the coach in the training

At the training, the role of the teacher is diverse depending on the situation in the educational process, but the main role is the partner-moderator. Depending on the situation in the training, the teacher performs other roles: active leader, analyst, communicator, facilitator, consultant, and group member.

K. Rudestam identifies the **following functions** of the leading group in training groups: expert, catalyst, conductor, and exemplary participant.

1. Expert function

comments on group processes at the level of one participant or the group as a whole;

comments on simple behavioral acts;
comments on behavior in general «here and now», «once and there».

2. Catalyst function

motivates the group to action;
draws the participants' attention to feelings;
encourages reflection of actions;
creating positive feedback in the group;
stimulates the release of individual and group potential.

3. Conductor's function

helps the group solve problems and achieve goals;
regulation of variants of intragroup behavior;
support for attempts to discuss th thoughts and feelings that participants have;

regulation of the anxiety threshold in the group (moderate anxiety is useful for communication) [24].

According to S. Kratochvil (1978), there are five main roles of the group leader:

1. an active leader (instructor, teacher, director, initiator and guardian);
2. an analyst (most often a psychoanalyst, characterized by distancing from group members and personal neutrality);
3. a commentator;
4. a mediator (an expert who does not take responsibility for what is happening in the group, but periodically intervenes in the group process and directs it);
5. a member of the group (an authentic person with their own individual characteristics and life problems) [25].

Principles, rules, norms in organizing and conducting training

The psychological climate in the training is implemented due to the principles, rules, norms established in the group.

Training principles

Troshina S. in conducting the training requires the obligatory observance of several principles:

1. The principle of modeling. Reproduction of situations where participants show positive or negative elements in behavior.

2. The principle of «here and now.» Only events related to the training are discussed and given attention. All secondary conversations are stopped (sometimes a person starts talking about distant topics in self-defense).

3. The principle of feedback. Mandatory polling and taking into account the opinions and states of the participants, analysis, reflection, discussion, proposals.

4. Principle of novelty Variety and constant change of training exercises and games, regular change of partners in games within the framework of the training.

5. Principle of diagnostics. The leader should not stop monitoring the state of the group and each of its members for a second.

6. Research principle. The facilitator directs the group, and the participants themselves find answers to questions and solve problems.

7. The principle of activity. Each participant must be involved in the work.

8. The principle of goal setting. The goals are determined by the leader in advance, but in the process of work, he is obliged to model them if necessary.

9. The principle of trust and confidentiality. Information from the classes is not taken out to the outside world, which allows participants to be honest and open.

10. The principle of personification. During the training, impersonal statements are prohibited. All replicas have an addressee (from whom, to whom).

11. The principle of explication of feelings. In the form of feedback, you describe your experiences and feelings of your partner. «One speaks, everyone listens» [26].

Rules in training

When conducting the training, first agree on the rules with the group to maintain discipline and a pleasant atmosphere in the group. You can offer your own. And then during the first lesson the group makes its own adjustments.

Chistyakova O.A., Sidorov S.V., Kopylova O.Yu. developed and adhere to the basic rules of training:

- the rule of participation (everyone must participate in the exercises);

- the «here and now» rule (at the training one should only talk about what is happening in the lesson);

- feedback rule (each training participant has the right to find out the opinion of others about himself, to receive an assessment of his actions, provided that he makes such a request; without the permission of the participant, his actions and words cannot be discussed and evaluated);

- the circle rule (equality of rights for all participants, the integrity of their group during the training; this is usually emphasized by placing the training participants in a circle);

- the rule of the magic word (for example, a participant can refuse to say something or perform an action in turn, saying the «magic» word «I skip») [14].

Standards in training

There are group norms for the regulation of the atmosphere, according to Rensh M.A., Sadovnikova N.O., Lopez E.G.:

1. «Here and now.» This principle directs the participants of the training to ensure that the subject of analysis is constantly the processes taking place in the group at the moment, the thoughts that appear at the moment. Except in special cases, projections into the past and into the future are prohibited. The principle of focusing on the present contributes to the deep reflection of the participants, focusing on themselves, their thoughts and feelings, and developing introspection skills.

2. Sincerity and openness. The most important thing in a group is not to be hypocritical or lie. The more frank the stories about what really excites and interests, the more sincere the presentation of feelings, the more successful the work of the group as a whole will be. Sincerity and openness contribute to the establishment of feedback, i.e. obtaining the information that is so important for each participant and which triggers the mechanisms of not only self-awareness, but also interpersonal interaction.

3. «I» principle. The main attention of the participants should be focused on the processes of self-knowledge, on self-analysis and reflection. Even the assessment of the behavior of another member of the group should be carried out through the expression of their own emerging feelings and experiences. It is forbidden to use reasoning like: «we think...», «we have a different opinion...», etc., shifting the responsibility for feelings and thoughts to an amorphous «we». All statements should be built using personal pronouns in the singular: «I feel ...», «It seems to me ...».

4. Activity. There is no opportunity to passively «sit out» in the group. Since psychological training refers to active methods of learning and development, such a norm as the active participation of everyone in what is happening at the training is mandatory. Most exercises involve the inclusion of all participants. But even if the exercise is demonstrative in nature or involves individual work in the presence of the group, all participants have the unconditional right to speak at the end of the exercise. In the case of marathon trainings, the absence of anyone even at one session and leaving the group is highly undesirable.

5. Privacy. Everything that is said in the group regarding specific members should remain within the group. This is a natural ethical requirement, which is a condition for creating an atmosphere of psychological security and promotes self-disclosure [10 p.24-25].

In addition to these norms, it is necessary to specify the way of addressing each other. Appeal between all participants and presenters, regardless of age and social status, is recommended to be carried out on «you». This allows you to create a friendly and free atmosphere in the group, although it is rather difficult to turn to «you» at first due to habit and a certain hierarchy of relations.

In addition, each participant is invited to choose a «game name» for the duration of the training work - the name by which all other participants will be required to address him. It can be either a real proper name (sometimes in a diminutive form), or a child's nickname, an institute nickname, the name of any artistic character, or just any name you like.

3. Tools for conducting training

The more the trainer knows the tools in the training, the more interesting and richer the training itself will be in the educational process with the audience.

Methods in conducting training

Wikipedia presents an arsenal of methods in conducting training:

- «Aquarium» - Workshops;
- «Algorithm-maze» - Method of tasks;
- Briefing groups — Method of incidents;
- Case method;
- Simulation games
- Brainstorming;
- Debate - programmed instructions;
- Demonstration - work in small groups;
- Discussion;
- Games;
- Role-playing games;
- Lecture - seminar;
- Strategic creative sessions [5]

D. Kirkpatrick in conducting the training offers the following methods, depending on the stage of its implementation. See table 5

Table 2

Methods in conducting training (D. Kirkpatrick) [27]

<i>Phases of training</i>	<i>Methods</i>
Gaining practical experience	Important practical problems and specific situations are selected. This information requires evaluation by the coach. <i>Using methods:</i> asking questions, analyzing contextual situations, group problem solving, case studies, role-playing, small group work.
Understanding Experience	Analysis of existing practical experience and information obtained in the first phase of training. <i>Using methods:</i> analysis of the information received, discussion in small groups and group discussions, individual presentations of participants, report on the small group work.

Summarizing experience	The discussions are summed up, the results obtained in the second phase are interpreted, new knowledge is crystallized. <i>Using methods:</i> summarizing group discussions, final review or mini-lecture.
Practical application of new knowledge	They are fixed during the implementation of practical tasks; links are established between new knowledge and the requirements of work situations. <i>Using methods:</i> drawing up an action plan, discussions, practical development of new skills, field workshops.

Training Tools

Facilitation is a tool to stimulate the exchange of information within a group. Facilitation allows to speed up the processes of awareness, stimulate group dynamics. The trainer during the facilitation helps the process of group discussion, directs this process in the right direction.

Video analysis is a tool that is a demonstration of videos prepared by a trainer or video recordings in which training participants demonstrate different types of behavior. (Wikipedia)

COMPLETION OF THE TRAINING

At the end of the training it is important to consider the criteria for quality training:

- relevance,
- novelty of the material,
- novelty of exercises,
- audience satisfaction,
- the reality of using information in life,
- the personality of the coach,
- Correspondence of the material to the topic.

And an important point, of course, is the presentation of a certificate, as the completion of the process and the consolidation of certain skills.

See recommendations for the trainer:

1. Library for trainer / <https://orator.biz/library/>
2. Shipunov S. How can a trainer make beautiful certificates for training participants / <https://orator.biz/library/training-trenerov/kak-treneru-sdelat-krasivye-sertifikaty-dlya-uchastnikov-treninga/>

Thus, the effectiveness of the training depends not only on the preparedness of the trainer's personality, but also on the knowledge of the tools in conducting the training, taking into account individual, age and other characterological characteristics. It is advisable to take into account the recommendations of trainers who have practical experience in conducting training.

Control questions:

1. Describe what modern requirements are imposed in the organization and conduct of training in practice?
2. Expand the portrait of the trainer's personality in order to effectively organize trainings in the educational process?
3. Describe and give examples of norms, rules, roles of the trainer in the training?
4. Expand what tools / methods, techniques / developed in practice by the authors for the rational organization of training in practice?

Tasks for student's self-work:

- a. Write out for yourself methodological recommendations in conducting the training in practice.
- b. Familiarize yourself with the book (Sadvakasova Z.M. Socio-pedagogical training: study guide - Almaty: Kazakh University, 2016. - 115 p.) and insert methodological recommendations into your development during the training. How to start, how to end, how to maintain trust in the group and take into account group dynamics in training.

References:

1. Sadvakasova Z.M. Socio-pedagogical training: textbook - Almaty: Kazakh University, 2016. - 115 p.
2. Sadvakasova Z.M., Ziyabekova B.T., Madalieva Z.B. Training in the preparation of specialists at the university: a teaching aid for university teachers. I part. - Almaty, 2007. - 92 p.
3. Sadvakasova Z.M. Innovative Forms of the Educational Process in Higher Educational Institutions: Teaching and Methodological Guide. - Almaty: Kazakh University, 2015. - 98 p.

4. Mynbaeva A.K., Sadvakasova Z.M. Innovative educational technologies - Almaty, Kazakh University, Textbook. 1 hour - 2019. - 205 p.
5. Wikipedia Training
<https://ru.wikipedia.org/wiki/%D0%A2%D1%80%D0%B5%D0%BD%D0%B8%D0%BD%D0%B3>
6. Z. R. Amet-Usta. Training technology: from conception to implementation /tehnologiya-provedeniya-traininga-ot-zamysla-k-realizatsii
7. Yu.V. Makarov. Technological approach to psychological training // Series Psychology 2017.-V.19- p.48-58
8. Odintsova V.K. The use of training-technologies in the lessons of an interdisciplinary course. Method.development 38 p. / <https://znanio.ru/media/ispolzovanie-training-tehnologij-na-urokah-mezhdistsiplinarnogo-kursa-2719741>
9. Training as a technology for effective group work / <https://kniga.biz.ua/pdf/2995-Igra-v-traininge-glava1.pdf>
10. Rensh M.A., Sadovnikova N.O., Lopez E.G. Socio-psychological training: Practicum. Yekaterinburg: Publishing house of GOU VPO «Ros. state prof.-ped. un-t»), 2007. 190 p.
11. Sidorenko E.V. Technologies for creating training: from concept to result / - St. Petersburg: Sidorenko and Co., 2015. - 128 p.
12. Puzikov VG Technology of training. - St. Petersburg: Rech Publishing House, 2005. - 224 s / <https://dogmon.org/tehnologiya-vedeniya-treninga.html>
13. Metlyaeva T.V. Acting and directing: a textbook. - Vladivostok: VGUES Publishing House, 2011. - 104 p.
14. Chistyakova O.A., Sidorov S.V., Kopylova O.Yu. Pedagogical technologies: study guide. - Shadrinsk: ShGPI, 2004. - 68 p. / https://sisv.com/publ/training_obshhenija/4-1-0-388
15. L. V. Zaretskaya Training lesson as a method of interactive learning (features of its construction) // Addiction Prevention -2015-№1 - P. 22-40
16. Eliseenko A.S., Zverev D.A. Technology of simulation training for the development of systemic thinking and the development of management teams // Organizational psychology. 2013. Vol. 3. No. 3. pp. 97–112/ file:/// <https://cyberleninka.ru/article/n/tehnologiya-simulyativnogo-treninga-dlya-razvitiya-sistemnogo-myshleniya-i-razvitiya-upravlencheskih-komand>
17. Zolotarev V. Training technology - M, 2021 / <https://books.google.kz/books?>
18. Grigoriev N.B. Psychotechnologies of group training: Proc. allowance. - SPb.: SPb-GIPSR, 2008. - 176 p.
19. Zaitseva T.V. Theory of psychological training. Psychological training as an instrumental action - St. Petersburg: Rech, M.: Smysl, 2002. - 80 p.
20. Csikszentmihalyi M. Potok: Psychology of optimal experience / - M., 2021.- 464 p.
21. Samoukina N. Living Theater of Training: Technologies, Exercises, Games, Scenarios - St. Petersburg: Peter, 2014.-272p.

22. Shipunov S. Training technology. As reported in the «University of Rhetoric» / https://orator.biz/library/training-trenerov/training_trenerov/
23. Ovchinnikova, I.S., Kobzeva N.A. Training as a technology of active learning // Young scientist. - 2015. - No. 10 (90). - S. 1239-1241. / <https://moluch.ru/archive/90/18587/> (date of access: 03/31/2023).
24. Rudestam K. Group psychotherapy. Psychocorrective groups: theory and practice. - St. Petersburg: Peter Kom, 1998.
25. Panfilova A.P. Innovative pedagogical technologies: active learning. Uch.pos. - 3rd id. M.: Publishing Center «Academy», 2012.-192p. (p.62)
26. Troshina S. Socio-psychological training: types, principles, technology / <https://psychologist.tips/2481-sotsialno-psihologicheskij-training-vidy-printsipy-tehnologiya.html>
27. Psychological training as an innovative technology in the educational system. https://bstudy.net/785972/pedagogika/psihologicheskij_training_innovatsionnaya_tehnologiya_obrazovatelno_vospitatelnoy_sisteme
28. Yu.V. Makarov. Psychological training as a technology p.61-66 /file:///C:/Users/Lenovo/Downloads/psihologicheskij-training-kak-tehnologiya.pdf

Recommended reading for a trainer

1. Fopel K. Technology of training. Theory and practice. Per. with him. - 2nd ed. — M.: Genesis, 2005. — 267 p. — (All about the psychological group.)
2. Fopel K. How to teach children to cooperate? Psychological games and exercises: A practical guide: Per. from German: In 4 volumes. T. 1.- M.: Genesis, 1998.- 160 p.
3. Petrovskaya L.A. Theoretical and methodological problems of socio-psychological training. - M.: Publishing House of Moscow State University, 1982. - 168 p.
4. Monosova A. Zh. A book for a business coach: technology and art. St. Petersburg: Speech, 2008. - 250 p. (p.187)
5. Communication training as a pedagogical technology // Sidorov S.V. Website of the teacher-researcher - URL: http://si-sv.com/publ/training_obshhenija/4-1-0-388 (date of access: 03/31/2023).
6. Library for trainer / <https://orator.biz/library/>
7. Fopel K. Psychological groups: Working materials for the presenter: A practical guide / Per. with him 5th ed. – M.: Genesis, 2004.-256 p.
8. S. V. Petrushin. Psychological training in a small group (method of developing competence in communication in groups of 40 to 100 people). - 3rd ed. – M.: Akadem.proekt, 2004.
9. Buckley R., Capel J. Theory and practice of training. - St. Petersburg: Peter, 2002. - 352 p.
10. 10. Ments Morri Effective training through role play. - St. Petersburg: Peter, 2001.-208s.

11. S. V. Petrushin. Psychological training in a large group. - M.: Academic project, 2000. - 256 p.
12. Psychogymnastics in training / Edited by N.Yu. Cartilaginous. - St. Petersburg: Speech, Training Institute, 2000. - 256 p.
13. Flight F., Smith B. 500 best tips for a coach. - St. Petersburg: Peter, 2001.
14. Thorne K., McKay D. Training. The trainer's handbook. - St. Petersburg: Peter, 2001. - 208 p.
15. Robert M., Tilman F. Psychology of the individual and the group. - M., 1988.
16. Lee D. The practice of group training. - St. Petersburg: Peter, 2001 - 224 p.
17. Workshop on SPT, ed. Parygina B.D. - St. Petersburg, 1990.
18. Shipunov S.A., «Charismatic speaker: A guide to the course «Verbal improvisation» - M.: Locus Standy», 2007.
19. Vikentiev I.L., On the best trainings, business trainers and trends in the training market
20. Buckley R., Capel J. Theory and practice of training. - St. Petersburg: Peter, 2002.
21. Jackson P. Improvisation in training. - St. Petersburg: Peter, 2002.
22. Karelina N.V. Training technology. Recommendations for preparing a presentation for the training / <https://nsportal.ru/nachalnaya-shkola/psikhologiya/2019/04/01/tehnologiya-treninga> April 1, 2019
23. Mynbaeva A.K., Sadvakasova Z.M. Innovative teaching methods or how interesting it is to teach. - Almaty, Kazakh University, 2019. - 462 p.
24. Vasiliev N. N. Training of professional communications in psychological practice. - St. Petersburg: Speech, 2005. - 283 p.
25. Semenova E.M. Training of the emotional stability of the teacher: Textbook. -3rd ed. - M.: Psychotherapy, 2006. - 256 p. - (Advice from a psychologist to a teacher).
26. Gorbushina O.P. Psychological training. Secrets of the conduct. - St. Petersburg: Peter, 2008. - 176 p.: ill. — (Series «Practical psychology»).

References

1. Volkova T.I. Psychological quality assurance of professional formation of social pedagogues: dis. ... cand. psychological sciences: 19.00.03 - M. : All-Russian Research Institute of Technical Aesthetics, 2002. - 197 p.
2. Brushlinsky A.V. Subject: thinking, teaching, imagination: scientific edition / A.V. Brushlinsky. - 3rd ed., ster. - M.: MPSI, 2008. - 406 p.
3. Stepanova N.A. Model of psychological and pedagogical support of disabled students during their adaptation to university education [electronic resource] Access mode: <https://psy.su/feed/10593> / (accessed: 03/22/2023)
4. Lapshova A.V., Vaganova O.I., Maleeva M. S. Psychological and pedagogical support of professional training of university students // Problems of modern pedagogical education. 2018. №59-4. [electronic resource] Access mode: <https://cyberleninka.ru/article/n/psihologo-pedagogicheskoe-soprovozhdenie-professionalnoy-podgotovki-studentov-vuza> (accessed: 03/22/2023).
5. About the approval of the Rules of psychological and pedagogical support in educational organizations [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/V2200026513> (accessed: 03/22/2023)
6. The Law of the Republic of Kazakhstan On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on inclusive education [electronic resource] Access mode: https://online.zakon.kz/Document/?doc_id=39579626&show_di=1&pos=1;-16#pos=1;-16 (accessed: 03/22/2023)
7. Stepanova N.A. Model of psychological and pedagogical support of disabled students during their adaptation to university education [electronic resource] Access mode: <https://psy.su/feed/10593> / (accessed: 03/22/2023)
8. About the approval of the Rules of psychological and pedagogical accompaniment in educational organizations [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/V2200026513> (accessed: 03/22/2023)

9. On the ratification of the Convention on the Rights of People with Disabilities [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/Z1500000288> (accessed: 03/22 /2023)
10. Ratification of the Convention against Discrimination in Education [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/Z1600000449> (accessed: 03/22/2023)
11. On the approval of the National Plan to ensure the rights and improve the quality of life of people with disabilities in the Republic of Kazakhstan until 2025 [electronic resource] Access mode: <https://adilet.zan.kz/rus/docs/P1900000326> (accessed: 03/22/2023)
12. The Law of the Republic of Kazakhstan On Amendments and Additions to Some Legislative Acts of the Republic of Kazakhstan on inclusive education [electronic resource] Access mode: https://online.zakon.kz/Document/?doc_id=39579626&show_di=1&pos=1;-16#pos=1;-16 (accessed: 03/22/2023)
13. Romanovich N.A. Psychological and pedagogical support of disabled students at the stage of training in an educational organization of higher education //Socio-pedagogical support of disabled people: theory and practice- collection of articles.- Simferopol, 202
14. Makedonskaya O.A., Semeykina K.S. Formation of social competence among students with disabilities in the conditions of a university // Collection of articles of the Russian-Chinese International Conference on Higher special education July 15-16, 2017. Suihuas University, Suihua, China. pp. 3-18
15. Pryazhnikova E.Y. The problem of professional orientation of people with disabilities//My landmark. Information and reference resource of the Ministry of Education of the Moscow region. [electronic resource]. <https://moy-orientir.rf/publications/rroblema-rrof-ossionnoy-orientatsii/> (accessed 03.03.2018)
16. Pryazhnikov N.S. Professional self-determination: theory and practice: textbook for students of higher. educational institutions /N.S.Pryazhnikov. M.: Publishing center «Academy», 2008. 320 p.
17. Klimov E.A. Psychology of professional self-determination: textbook for students. higher. ped. educational institutions. – M.: Academy, 2004. 304 p.
18. Starobina E.M., Gordievskaya E.O., Kuzmina I.E. Professional orientation of persons with disabilities / E.M. Starobina, E.O. Gordievskaya, I.E. Kuzmina. Forum: INFRA. M., 2013. 352 p.

19. Chistyakova S.N., Rodichev N.F. Changing the problem field of support for professional self-determination of students // Continuity of education and professional career of students: yesterday, today, tomorrow: Scientific and practical conference with international participation / Collection of materials. Moscow: Publishing House «Econ-Inform», 2017. pp. 3-9.
20. Batarshhev A.V. Typology of character and personality: A practical guide to psychological diagnostics. – M.: Publishing House of the Institute of Psychotherapy, 2005.
21. Kostromina S.N. Psychology of diagnostic activity in education. – St. Petersburg: Nauka, 2007.
22. Morgacheva E.N. The concept of «Mental retardation» in Russian medical and psychological-pedagogical science. Historical essay. – M.: MPSU, 2003.
23. Fundamentals of special psychology: Textbook / Edited by L.V. Kuznetsova. – M.: Academy, 2002.
24. Psychological diagnostics: Textbook / Edited by K.M. Gurevich, E.M. Borisova. 2nd ed., ispr. – M.: Publishing House of URAO, 2000.
25. Semago N.Ya., Semago M.M. Problem children: fundamentals of diagnostic and correctional work of a psychologist. – M.: ARKTI, 2000. (Library of a psychologist-practitioner).
26. Shepko E.L. Psychodiagnostics of developmental disorders in children: Textbook. – Irkutsk: Ed. Irkut. gos. ped. un-ta, 2000.
27. Lyz, N. A., Labyntseva, I. S. Organization of students' activities in higher education: textbook/ N. A. Lyz, I. S. Labyntseva; Southern Federal University. – Rostov-on-Don – Taganrog: Publishing House of the Southern Federal University, 2018. - 93 p.
28. Fatihova L.F., Sayfutdiyarova Or.F. Social and personal development of students with developmental disabilities: methodical preservation [Text] / L.F. Fatihova, Or.F. Saifutdiyarova. – Ufa: IC of the Ufa branch of the Moscow State University named after M.A. Sholokhov, 2013. – 87 p.
29. Martin, A.J., Newton, K., & Sperling, R. (2020) Educational psychology and students with special needs. In A.J. Martin., R. Sperling., & K. Newton (Eds). Handbook of educational psychology and students with special needs (pp. 1-14). New York: Routledge. DOI: <https://doi.org/10.4324/9781315100654>
30. OECD: Inclusion of Students with Disabilities in Tertiary Education and Employment, OECD Publishing, Paris, 2011

31. European Agency for Development in Special Needs Education. Raising achievement for all learners – Quality in Inclusive Education. – Brussels, 2012. – 40 p. – URL: <http://www.european-agency.org/agency-projects/ra4al>
32. OECD (2018) Education policy outlook 2018: putting student learning at the centre. OECD Publishing, Paris. Retrieved from <https://doi.org/10.1787/9789264301528-en>
33. Convention on the Rights of Persons with Disabilities 2006. https://www.un.org/ru/documents/decl_conv/conventions/disability.shtml
34. Workforce Innovation and Opportunity (WIOA) Act of 2014, Pub. L. 113-128. 128 Stat. 1425. 14 July 2014. Retrieved from <https://www.congress.gov/bill/113th-congress/house-bill/803/text>
35. The rights of people with disabilities to decent work. O'Reilly Arthur. Geneva, International Labour Office, 2007. https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/publication/wcms_249152.pdf
36. «Pathways for Disabled Students to Tertiary Education and Employment», November 2010
37. Yang, Lan & Wong, Lawrence. (2020). Career and Life Planning Education: Extending the Self-Concept Theory and Its Multidimensional Model to Assess Career-Related Self-Concept of Students with Diverse Abilities. *ECNU Review of Education*.
38. Wong, L. P. W., & Yuen, M. T. (2019). Career guidance and counseling in secondary schools in Hong Kong: A historical overview. *Journal of Asia Pacific Counseling*, 9(1), 1–19.
39. Spratt, J., and L. Florian. 2015. «Inclusive Pedagogy: From Learning to Action. Supporting Each Individual in the Context of 'Everybody'.» *Teaching and Teacher Education* 49: 89–96.
40. Anabel Moriña. 2017. Inclusive education in higher education: challenges and opportunities, *European Journal of Special Needs Education*, 32:1, 3-17, DOI: 10.1080/08856257.2016.1254964
41. Kohen D., Uppal Sh., Khan S., Visentin L. Health Analysis and Measurement Group, Statistics Canada-Access and Barriers to Education for Canadian Children with Disabilities. – Canada: Council of Ministers of Education, 2002. – 204 p.
42. Man, K. W. (2018). »*SUN Life*» *Navigation Project: Life planning service for junior secondary students with SEN*. Symposium on Individual Life Planning: Teachers' roles in career-related support for junior secondary students with special educational needs, Hong Kong, China.

43. Yuen, M. (2017, June 8–10 2017). *Enhancing students' connectedness, meaning in life, life skills self-efficacy, career adaptability: Life skills development model*. 5th National Humanistic Psychological Counseling and Therapy Conference, Zhuhai, China: Beijing Normal University Zhuhai Campus.
44. Yuen M, Chung YB, Lee QAY, Lau PSY, Chan RMC, Gysbers NC, Shea PMK. Meaning in life and school guidance programs: Adolescents' voices from Hong Kong. *International Journal for Educational and Vocational Guidance*. 2020;20(3):653–676. doi: 10.1007/s10775-020-09423-6.
45. Shek DT, Dou D, Zhu X, Chai W. Positive youth development: Current perspectives. *Adolescent Health, Medicine and Therapeutics*. 2019;10:131–141. doi: 10.2147/AHMT.S179946.
46. Solberg S, Martin J, Larson M, Nichols K, Booth H, Lillis J, Costa L (2018) Promoting quality individualized learning plans throughout the lifespan: a revised and updated «ILP how to guide 2.0». National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership, Washington, DC. Retrieved from: <http://www.ncwd-youth.info/wp-content/uploads/2018/03/Promoting-Quality-ILPs-Throughout-the-Lifespan-WEB.pdf>
47. Zhavoronkov R. N. Technology of higher inclusive education of disabled people used in the United States of America. – URL: <http://www.vash-psiholog.info/psih/20317-texnologiya-vysshego-inklyuzivnogoobrazovaniya-invalidov-primenyaemaya-v-soedinennyx-shtatax-ameriki.html/>
48. Goncharova V.G., Didenko L.A. Individually oriented educational programs as a means of improving the quality of vocational education of persons with disabilities // *Special education*. - 2013. – No. 3. – pp. 32-41.
49. Social stories: An innovative methodology for the development of social competence in children with autism. – 2nd ed./ Carol Gray; preface. Tony Attwood and Barry M. Prizant; translated from the English by U. Zharnikova; scientific Ed. by S.Anisimov. – Yekaterinburg: Rama Publishing, 2021. – 432 p.; illustrated.
50. Danilova Z.G. Pedagogical accompaniment of adaptation of orphans and college students with disabilities to the implementation of choice in vocational training/Z.G. Danilova – M.: Rusimpo Publishing House, 2015. - 132 p.

51. Inclusive education of students with disabilities using e-learning, distance learning technologies / ed. by B.B. Aismontas: studies. a manual for teachers of higher professional education working with students with disabilities. – Moscow: MGPPU, 2015.
52. Creation and testing of a model of psychological and pedagogical accompaniment for inclusive practice: A methodological guide / Eds.: S.V. Alyokhina, M.M. Semago. - M.: MGPPU, 2012.
53. Zarubina I.N. The role of public organizations of disabled people in creating an effective model of higher education for persons with impaired vision // Social group of disabled people (adults) in the system of formal and informal education: Materials of scientific and practical conference - St. Petersburg, 2001.
54. Policy in the field of higher education of disabled people / E.R. Yarskaya-Smirnova, P.V. Romanov, D.S. Zaitsev, E.A. Naberushkina // Studies of social policy. – 2004.
55. Smirnov N.K. Health-saving educational technologies and health psychology at school. - M.: ARKTI, 2005. - p. 125.
56. Solovieva N.I. The concept of health-saving technology in education and the basic organizational and methodological approaches to its implementation. //ECO. - 2004. No. 17. - p. 23-28.
57. Sonkina V.D. Theory and methodology for the implementation of health saving in the conditions of a modern university: Dis. Doctor of Pedagogical Sciences / D.S. Somov. - St., 2012. - p. 30-31.
58. Smirnov N.K. Approximate assessment of the state of health of students in educational institutions. 2006. No. 1. p. 30-38.
59. Balsevich V.K. Health-forming function of education in the Russian Federation: (materials for the development of a national project for the improvement of the younger generation of Russia in the period 2006–2026) / V. K. Balsevich // Physical culture: education, education, training. - 2006. - No. 5. - p. 2–6.
60. Ilyinich V.I. Physical culture of a student / V.I. Ilyinich. Moscow: Gardariki, 2003. - 131 p.
61. Davidovich N. N. The experience of forming an assertive model of behavior in high school students // Bulletin of the Adygea State University. Series 3: Pedagogy and Psychology. 2018. No. 2 (218), p.29-36.
62. Magauova A.S., Makhambetova Zh.T. Social pedagogue in the system of inclusive education - Almaty: Qazaq University, 2021-150 p

63. Lebedeva I.V. Development of assertiveness and assertive behavior of personality // Bulletin of BSU. Education. Personality. Society. 2010. No. 5. pp.127-132.
64. Fahmi R., Aswirna P. The social support and assertive behavior of students// Psikoislamika, Vol. 17, № 1, 2020, C.1-9.
65. Smith M. J. Self-confidence training <https://ekolobkova.ru/images/Knigi/Trening-uverenosti-v-sebe.pdf>
66. Astakhova S.P. Fundamentals of assertiveness formation // Psychology of personal interaction in modern society: a collection of materials of the I All-Russian Scientific and Practical Conference with international participation (Armavir, April 12, 2022) / I.V. Tkachenko (Ed.); Armavir State Pedagogical University. – Cheboksary: «Sreda», 2022. – C.10-13.
67. Shamieva V. Assertiveness in the personality structure of the subject of adaptation: Author. dis. ... cand. psychological sciences: 19.00.01 Khabarovsk, 2009. – 20 p.
68. Razhina I. Yu., Babushkin G. D. Assertive model of behavior and communicative competence // Psychopedagogy in law enforcement agencies. 2006. No. 1.- pp.44-45.
69. Sheinov V. P. Assertive behavior: estimates and properties // Russian Psychological Journal. 2014. №4. - C.55-67. Alberti R.E., Emmous M.L. Your perfect right. - California: Impact, 2001.
70. Alberti R.E., Emmous M.L. Your perfect right. - California: Impact, 2001.
71. Ismailova N.I. Individual psychological features of persons with disabling diseases // Concept. 2013. No. S1. - pp.1-9.
72. Romek V.G. The concept of self-confidence in modern social psychology // Psychological Bulletin. – Issue 1. – Part 2. – Rostov n/A: Publishing House of the Russian State University, 1996. – pp. 132-138
73. Vanakova G.V. Development of assertiveness as an indicator of resilience personalities//Secondary vocational education.2013. No. 10.- pp. 34-37.
74. Rogers K.A look at psychotherapy. The formation of man. M.: Progress; Univer, 1994. - 480 p.
75. Vygotsky L.S. Psychology of art / General ed. V.V. Ivanov, comment. L.S. Vygotsky and V.V. Ivanov, intro. art. A.N. Leontiev. 3rd ed. Moscow: Iskusstvo, 2010. -573 p.
76. Burno M.E. Psychotherapy by creative self-expression. Yekaterinburg: Business Book, 1999. - 363 p.

77. Veremeenko N.I. Socio-psychological features of the use of dance-motor methods in the group form of work: diss. ... cand. psychological sciences. Yaroslavl, 2003 - 220 p.
78. Rozhnov V.E., Sveshnikov AV. Psychoesthetotherapy: A guide to psychotherapy. Tashkent: Medicine of the Uzbek SSR, 1979. - 639 p.
79. Rudestam K. Group psychotherapy / K. Rudestam. - St. Petersburg: CJSC «Publishing House «Peter», 1999. - 384 p.
80. Serov N.V. Svetotsvetovaya therapy. SPb.: Speech, 2001. - 256 p.
81. Teplov B.M. Psychology of musical abilities. M.: Nauka, 2003. - 378 p. Series (Monuments of psychological thought).
82. Psychological assistance and counseling in practical psychology / Edited by M K. Tutushkina. St. Petersburg: Didactics Plus, 2001. - 352 p.
83. Art therapy: a textbook / Edited by A.I. Kopytin. St. Petersburg: Peter, 2001. pp.56-57.
84. Dolgova V.I., Rokitskaya Yu.A. Diagnostic and analytical activity of a psychologist in the field of education: Textbook. – M.: Publishing House Pero, 2016. - 276 p.
85. Barabanov R.E. Psychological diagnostics: a textbook for higher educational institutions / R.E. Barabanov; edited by S.V. Zhundrikova; Moscow Information Technology University - Moscow Institute of Architecture and Civil Engineering. – M., 2019. - 164 p.
86. Gretsov A., Azbel A. Psychological tests for high school students and students. - St. Petersburg: Peter, 2012. - 208 p.
87. Diagnostics of professional formation of personality: studies.-method. manual / comp. Ya.S. Suntsova, O.V. Kozhevnikova. Part 3. - Izhevsk: Publishing house «Udmurt University», 2012. - 144 p.
88. Into the digital future with confidence: career guidance activities of libraries in cooperation with other structures: a collection of methodological and informational materials / comp. N.V. Bychkova. - Novosibirsk: Novosibirsk Regional Youth Library, 2021. - 70 p.
89. Career Choice Guide: an illustrated guide to finding a profession. - Moscow: EKSMO; London: Dorling Kindersley Ltd, 2016. - 320 p.
90. Sadvakasova Z.M. Socio-pedagogical training: textbook - Almaty: Kazakh University, 2016. - 115 p.
91. Sadvakasova Z.M., Ziyabekova B.T., Madaliev Z.B. Training in the preparation of specialists at the university: a teaching aid for university teachers. I part. - Almaty, 2007. - 92 p.
92. Sadvakasova Z.M. Innovative Forms of the Educational Process in Higher Educational Institutions: Teaching and Methodological Guide. - Almaty: Kazakh University, 2015. - 98 p.

93. Mynbaeva A.K., Sadvakasova Z.M. Innovative educational technologies - Almaty, Kazakh University, Textbook. 1 hour - 2019. - 205 p.
94. Z.R. Amet-Usta. Training technology: from conception to implementation / tehnologiya-provedeniya-traininga-ot-zamysla-k-realizatsii
95. Yu.V. Makarov. Technological approach to psychological training // Series Psychology 2017.-V.19- p.48-58
96. Odintsova V.K. The use of training-technologies in the lessons of an interdisciplinary course. Method.development 38 p. / <https://znanio.ru/media/ispolzovanie-training-tehnologij-na-urokah-mezhdistsiplinarnogo-kursa-2719741>
97. Training as a technology for effective group work / <https://kniga.biz.ua/pdf/2995-Igra-v-traininge-glava1.pdf>
98. Rensh M.A., Sadovnikova N.O., Lopez E.G. Socio-psychological training: Practicum. Yekaterinburg: Publishing house of GOU VPO «Ros. state prof.-ped. un-t»), 2007. 190 p.
99. Sidorenko E.V. Technologies for creating training: from concept to result / - St. Petersburg: Sidorenko and Co., 2015. - 128 p.
100. Puzikov V.G. Technology of training. - St. Petersburg: Rech Publishing House, 2005. - 224 s / <https://dogmon.org/tehnologiya-vedeniya-treninga.html>
101. Chistyakova O.A., Sidorov S.V., Kopylova O.Yu. Pedagogical technologies: study guide. - Shadrinsk: ShGPI, 2004. - 68 p. / https://si-sv.com/publ/training_obshhenija/4-1-0-388
102. L.V. Zaretskaya Training lesson as a method of interactive learning (features of its construction) // Addiction Prevention -2015-№1 - P. 22-40
103. Eliseenko A.S., Zverev D.A. Technology of simulation training for the development of systemic thinking and the development of management teams // Organizational psychology. 2013. Vol. 3. No. 3. pp. 97–112/ file:/// <https://cyberleninka.ru/article/n/tehnologiya-simulyativnogo-treninga-dlya-razvitiya-sistemnogo-myshleniya-i-razvitiya-upravlencheskih-komand>
104. Zolotarev V. Training technology - M, 2021 / <https://books.google.kz/books?>
105. Grigoriev N.B. Psychotechnologies of group training: Proc. allowance. - SPb.: SPb-GIPSR, 2008. - 176 p.
106. Zaitseva T.V. Theory of psychological training. Psychological training as an instrumental action - St. Petersburg: Rech, M.: Smysl, 2002. - 80 p.

107. Csikszentmihalyi M. Potok: Psychology of optimal experience. – M., 2021. – 464 p.
108. Samoukina N. Living Theater of Training: Technologies, Exercises, Games, Scenarios. – St. Petersburg: Peter, 2014. – 272p.
109. Shipunov S. Training technology. As reported in the «University of Rhetoric» / https://orator.biz/library/training-trenerov/training_trenerov/
110. Rudestam K. Group psychotherapy. Psychocorrective groups: theory and practice. – St. Petersburg: Peter Kom, 1998.
111. Panfilova A.P. Innovative pedagogical technologies: active learning. Uch.pos. – 3rd id. – M.: Publishing Center «Academy», 2012. – 192p. (p.62)
112. Troshina S. Socio-psychological training: types, principles, technology / <https://psychologist.tips/2481-sotsialno-psihologicheskij-training-vidy-printsipy-tehnologiya.html>
113. Psychological training as an innovative technology in the educational system. | https://bstudy.net/785972/pedagogika/psihologicheskij_training_innovatsionnaya_tehnologiya_obrazovatelno_vospitatelnoy_sisteme
114. Yu.V. Makarov. Psychological training as a technology p.61-66 /file:///C:/Users/Lenovo/Downloads/psihologicheskij-training-kak-tehnologiya.pdf
115. Fopel K. Technology of conducting training. Theory and practice. Trans. from German – 2nd ed. – M.: Genesis, 2005. – 267 p. – (All about the psychological group.)
116. Petrovskaya L.A. Theoretical and methodological problems of socio-psychological training. – M.: Publishing House of Moscow State University, 1982. - 168 p.
117. Fopel K. Psychological groups: Working materials for the presenter: A practical guide / Per. with him 5th ed. – M.: Genesis, 2004. – 256 p.
118. Buckley R., Capel J. Theory and practice of training. – St. Petersburg: Peter, 2002. – 352 p.
119. Mynbaeva A.K., Sadvakasova Z.M. Innovative teaching methods or how interesting it is to teach. – Almaty, Kazakh University, 2019. – 462 p.
120. Vasiliev N.N. Training of professional communications in psychological practice. – St. Petersburg: Speech, 2005. – 283 p.

121. Semenova E.M. Training of the emotional stability of the teacher: textbook. – 3rd ed. – M.: Psychotherapy, 2006. – 256 p. (Advice from a psychologist to a teacher).
122. Gorbushina O.P. Psychological training. Secrets of the conduct. – St. Petersburg: Peter, 2008. – 176 p.: ill. – (Series «Practical psychology»).

Scientific publication

Мағауова Ақмарал Сабитоллаевна

**Scientific and methodological provision
of professional self-determination of students
with special educational
needs (sen) in the system of higher education**

Educational-methodical manual

IB15177

Signed for publishing 20.10.2023. Format 60x84/16.
Offset paper. Digital printing. Volume 13,75 printer's sheet.
Order № 4031.

The Publishing House "Qazaq university"
Al-Farabi Kazakh National University
KazNU, 71 Al-Farabi, 050040, Almaty
Printed by the «Kazakh University» Publishing House.