

## PSYCHOLOGICAL EMOTIONAL AND PEDAGOGICAL PRACTICE SUPPORT OF INCLUSIVE PRIMARY EDUCATION FOR CHILDREN WITH DISABILITIES

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### Annotation:

The article presents the methodological justification, structure and content of the model of psychological and pedagogical support for inclusive primary education of children with disabilities, describes the conditions for the implementation of inclusive education for primary school children with disabilities

**Key words:** model of psychological and pedagogical support, children with disabilities, inclusive primary education, internal and external conditions for the implementation of inclusive education.

The scientific novelty of the study lies in the following: the organizational and psychological conditions for inclusive primary education of children with disabilities are described and empirically confirmed.

Purpose of the study: development of organizational and psychological conditions and implementation of a model of psychological and pedagogical support for inclusive primary education of children with disabilities.

To implement successful inclusive primary education for children with disabilities, a model of psychological and pedagogical support can be applied, drawn up taking into account organizational and psychological conditions and the results of a diagnostic study and including correctional and developmental work that unites the activities of all specialists. Theoretical analysis of psychological and pedagogical literature showed: the process and methods of psychological, medical, social and pedagogical support originated with the creation of the special education system. If for the general education system accompaniment of a student with a disability is a new phenomenon, then in special education it transforms its form and content in connection with transformations and changes in attitudes towards persons with disabilities. A holistic system of organizational, psychological and special educational conditions in an inclusive environment begins with the extremely general ones, necessary for all categories of students, to the individual ones, which determine the effectiveness of the implementation of the learning and upbringing process, the social adaptation of the child in accordance with his characteristics and educational capabilities.

An analysis of the definitions of organizational and psychological conditions for inclusive education of students with disabilities showed that most authors recognize the need to create a psychologically comfortable environment in the general education space, tolerance of all

participants in educational relations, the readiness of teachers to work with students with disabilities, interaction with families, and provision of material and technical conditions, organizing education according to programs that correspond to the student's capabilities, conducting rehabilitation classes aimed at the mental development of children with disabilities, the development of their motivation and emotional well-being. Based on the analysis, it is possible to determine external, i.e., created by the general education organization, and internal, depending on the student, organizational and psychological conditions.

External conditions include: organizing an atmosphere of a favorable psychological climate; provision of teaching staff ready to work with children with disabilities; formation of an effective system of psychological and pedagogical support for children with disabilities; material and technical support of a general education organization. Internal conditions include conditions that are universal for a diverse group of students with disabilities: the emotional well-being of the child (identification of the emotional background of students' development), students' satisfaction with school life; educational motivation. The analysis of models of psychological and pedagogical support for inclusive primary education of students with disabilities revealed that not all organizational, psychological and pedagogical conditions identified by leading experts are taken into account. In an inclusive educational space, a specially organized environment must ensure interaction between participants in educational relations and the implementation of all identified organizational and psychological conditions. Therefore, it is extremely necessary to develop a model of psychological and pedagogical support for inclusive primary education of children with disabilities, taking into account the identified organizational and psychological conditions for the effective implementation of inclusive education. Based on the identified results of the diagnostic study, we have compiled a correctional and developmental program aimed at developing the child's emotional well-being, satisfaction with school life, developing educational motivation, and strengthening a favorable psychological climate in the classroom. In addition, assistance was provided in developing adapted programs or an individual educational route, in writing recommendations for participants in educational relations, in conducting consultations on psychological and pedagogical support for children with disabilities in inclusive education, in supporting their interest in a general education organization, in determining selection criteria teachers to work in inclusive classes, as well as parent consultations and booklets on the emotional well-being of children.

There was interaction with all specialists and parents (legal representatives): consultations for parents (legal representatives) and teachers, preventive measures (informing parents (legal representatives) and teachers about overloads), work with teaching staff on readiness to work with children with disabilities, their focus on improving their skills, developing new interesting events with the participation of children from general education organizations. The organization of the formative experiment included the development and implementation of a

model of psychological and pedagogical support for inclusive primary education of children with disabilities.

The goal of psychological and pedagogical support is the implementation of organizational and psychological conditions for inclusive primary education of children with disabilities.

Theoretical and methodological component. Goal: analysis of educational organizations implementing models of psychological and pedagogical support for inclusive primary education of children with disabilities.

Objectives: 1. To study the experience of leading educational organizations implementing inclusive primary education for children with disabilities;

2. Draw conclusions about the effectiveness of the implemented models of psychological and pedagogical support for inclusive primary education of children with disabilities;

3. Determine the organizational and psychological conditions for inclusive primary education of children with disabilities.

Organizational and methodological component. Goal: to develop a mechanism for implementing inclusive primary education for children with disabilities.

Objectives: 1. Determine the directions, goals and objectives of the diagnostic and correctional and developmental program;

2. Determine the role of participants in psychological and pedagogical support;

3. Describe work with all interacting participants in educational relations.

Technological component. Goal: to ensure the implementation of the directions of the system of psychological and pedagogical support for inclusive primary education of children with disabilities:

- Diagnostic direction. Goal: diagnostics of indicators of the implementation of organizational and psychological conditions for inclusive primary education of children with disabilities (studying the atmosphere of a favorable psychological climate, the provision of teaching staff ready to work with children with disabilities, the system of psychological and pedagogical support for children with disabilities, the material and technical support of a general education organization, determining the child's emotional well-being, satisfaction with school life, and the development of his motivation).

Objectives: 1. To create a diagnostic program aimed at studying the organizational and psychological conditions of inclusive primary education for students with disabilities. 2.

Conduct a diagnostic study and analyze its results.

- Correctional and developmental direction. Goal: development and implementation of a correctional and developmental program aimed at implementing organizational and psychological conditions for inclusive primary education of students with disabilities.

- Objectives: 1. Create a correctional and developmental program based on the results of the diagnostic stage. 2. Carry out correctional and developmental work (strengthen the favorable



psychological climate in the classroom; increase the degree of satisfaction with school life; increase emotional well-being; develop educational motivation among students).

- Advisory direction. Goal: conducting consultations on issues of psychological and pedagogical support for children with disabilities in the context of inclusive primary education.
- Preventive direction. Goal: development of a system of measures to prevent secondary violations arising from overloads and violations of other modes.

Objectives: 1. Compile and distribute booklets about the emotional well-being of children among parents (legal representatives) and teachers; supporting their interest in the educational organization; determining criteria for selecting teachers to work in inclusive classes. 2. Help the administration and teaching staff of general education organizations in developing adapted programs or individual educational routes for students with disabilities. Professional competence component. Goal: work with teaching staff on readiness to interact with children with disabilities, their psychological and pedagogical support.

Objectives: 1. Give recommendations to the administration of a general education organization on sending teaching staff to advanced training courses on working with children with disabilities in the context of inclusive primary education.

2. Orient teachers to develop activities with the participation of children in general education organizations.
3. Coordinate the work of participants in psychological and pedagogical support.
4. Inform the administration about the possibilities of ensuring unhindered access to the building of a general education organization (installation of a call button, purchasing a step walker (if necessary)) and special technical teaching aids.

After carrying out the correctional and developmental work, a control stage of the experiment was implemented to assess the effectiveness of the work done. The correctional and developmental program we developed showed its effectiveness through a comparative analysis of data obtained at the ascertaining and control stages of the study. We have proven that the success of inclusive primary education for children with disabilities is determined by the external and internal organizational and psychological conditions we have identified. The diagram of the model of psychological and pedagogical support for inclusive primary education of children with disabilities is presented. In general, the model of psychological and pedagogical support for inclusive primary education of children with disabilities, taking into account organizational and psychological conditions, has shown its effectiveness.

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