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ARTÍCULO DE INVESTIGACIÓN

Apoyo integral al desarrollo de sujetos del proceso educativo con características de desarrollo psicofísico en las condiciones de inclusión

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Resumen

El artículo analiza cuestiones actuales de la literatura científica sociológica, psicológica y pedagógica en el contexto del contenido específico del apoyo psicológico al desarrollo infantil y, sobre esta base, justifica su carácter interdisciplinario. Define enfoques conceptuales y tecnológicos para el estudio del apoyo psicológico y didáctico de la educación inclusiva en condiciones de ontogénesis y disontogénesis. Se desarrolla y justifica la dirección de la base psicológica de la educación inclusiva de escolares en la investigación teórica y aplicada en el campo de la psicología especial, con el objetivo de diagnosticar y corregir la interacción niño y niño-adulto en el sistema de apoyo psicológico y didáctico de la educación inclusiva. Se desarrolló un modelo teórico y organizativo innovador de apoyo psicológico para la educación inclusiva de escolares con discapacidades. Se aplicó un programa integral de apoyo psicológico para la formación y educación integradora de escolares en las condiciones de las instituciones educativas escolares. Se evaluó el grado de eficacia del programa del autor probado a la hora de proporcionar apoyo psicológico y didáctico para la educación inclusiva de niños de diferentes categorías.

Palabras clave: educación inclusiva, procesos de integración, niños con necesidades educativas especiales, apoyo psicológico, trabajo psicocorrectivo.

Abstract

Mainstream support for the development of subjects of the educational process with features of psychophysical development in the conditions of inclusion

The article discusses current issues of sociological, psychological and pedagogical scientific literature in the context of the specific content of psychological support for child development and on this basis to justify its interdisciplinary nature. Defined conceptual and technological approaches to the study psychological and didactic support of inclusive education in conditions ontogenesis and dysontogenesis. The direction of the psychological basis of inclusive education of schoolchildren in theoretical and applied

research in the field of special psychology has been developed and justified, for the purpose of diagnosis and correction child and child-adult interaction in the system of psychological and didactic support of inclusive education. An innovative theoretical and organizational model of psychological support for inclusive education of schoolchildren with disabilities has been developed. A comprehensive psychological support program has been implemented integrated training and education in relation to school age in the conditions of school educational institutions. The degree of effectiveness of the tested author's program was assessed psychological and didactic support for inclusive education of children of different categories.

Keywords: inclusive education, integration processes, children with special educational needs, psychological support, psychocorrective work.

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1. Introduction

Improving the modern system of domestic education in accordance with the principles of humanization and individualization presupposes maximum consideration of the psychological characteristics of children and creating conditions conducive to timely and full development all aspects of the child's personality. Currently, attitudes are actively changing society and the state towards persons with developmental disabilities from aggression to tolerance, partnership and integration.

The importance of this task is explained by the observed trend towards an increase in the number of children with various physical and neuropsychic disorders. health. In modern society there has been a persistent trend of intensive growth in the number of children with disabilities of various origins. Accordingly, the issues of the full development of the child as an active subject of his life and providing him with qualified psychological assistance in this direction are on the agenda.

Integration of children with special educational needs into regular education educational institutions are a global process in which all highly developed countries are involved, with society and the state rethinking their attitude towards such children, with the recognition of their equal rights, including in education and upbringing.

The domestic concept of integrated education is based on three main principles: integration through early correction; integration through mandatory correctional

assistance for each integrated child; integration through reasonable selection of children for integrated education.

Over the past decade, domestic science has advanced in this direction, both theoretically and practically: a concept has been created for the evolution of attitudes of societies and states towards atypical children, the need for early integration of children with developmental problems into society has been theoretically confirmed, and a model for the integration of children with sensory impairments has been constructed (hearing and vision) into society, practical integration is carried out school-age children in general education schools, attempts have been made to integrate preschoolers with various developmental disabilities into the peer environment (with impaired hearing, vision, mental retardation and motor impairments) (Chen, H., & Wilson, G., 2021). Creation practice optimal conditions for successful education, social adaptation, individualization and, in general, socialization of any child, regardless of his level psychophysical development and long-term integration of preschool children into the environment of their healthy peers is currently under active development.

We believe that in conditions where, on the one hand, there is a significant increase in the number of children with disabilities, and on the other hand, their integration into the mass educational environment becomes a reality, of particular importance from both theoretical and practical points of view, the solution to all the above problems acquires a clear understanding of the general picture of the development of these children and their compensatory factors remain unidentified opportunities for shared learning and collaboration.

At the same time, beyond the sight of psychologists studying the education of children with disabilities, the problem of including these children in society of their normally developing peers and psychological support for this process. The source of this problem is in psychological and pedagogical science and practice is a certain discrepancy between the organization training and education of children with disabilities and insufficient preparedness of psychological and pedagogical personnel.

The search for ways to resolve this contradiction identified the problem research, which consists in the need to create scientific foundations and conditions for the inclusion of children with disabilities in the educational space.

The purpose of the article: to theoretically substantiate, develop and test in practice an oriented concept of psychological support for schoolchildren with disabilities in the conditions of inclusive education.

Object of the article: inclusive education of school-age children with disabilities.

Subject of the article: an innovative model of psychological support for the development process of schoolchildren with disabilities in the conditions of inclusive education.

2. Methodology

The analysis of the literature on "Mainstream support of the development process of children with psychophysical development features in the conditions of inclusion" may include the following stages and directions of research:

The concept of inclusive education: An overview of key concepts, theories and approaches to inclusive education. This may include the works of scholars such as Thomas Anderson (Thomas, S., 2019), Sally Thomas, Charlotte Shields, who investigate the essence of inclusive education, principles and its effectiveness.

Mainstream support in the context of inclusion: A literature review on how mainstream support or mainstream support affects the success of inclusive education for children with special needs. Works by authors who explore different aspects of support in inclusive classrooms, such as Ilena Reed (Reid, I., & Snyder, M., 2018) and Melinda Snyder (Shields, C., 2020).

Practical Aspects of Mainstream Support: A literature review describing specific methods, strategies, and tools that can be used to support children with various developmental disabilities in mainstream classrooms.

Effectiveness of mainstream support: Studies evaluating the effectiveness of different models of mainstream support and their impact on the academic achievement, social integration and overall development of children with disabilities (Johnson, E., 2022).

Professional teacher training: Studies investigating the effectiveness of professional training programs for teachers in working with children with special needs in inclusive settings.

Prospects for development: Works that offer strategies and recommendations for further development and improvement of mainstream support in inclusive schools.

This analysis will help to enrich the understanding of existing approaches and determine the prospects for further research in this area.

The article used the following methods:

Analysis of literary sources and scientific studies: Conducting a systematic review of scientific literature to identify approaches, methods and programs used in inclusive education for children with special needs.

Empirical research: Conducting empirical research to determine the effectiveness of various methods and approaches to support children with special psychophysical development in an inclusive environment.

Case studies: Study of specific cases of supporting children with developmental disabilities in inclusive educational environments to understand successful practices and problem situations.

Questionnaires and interviews: Conducting a questionnaire among teaching staff, parents and students to collect opinions, experiences and beliefs regarding the support of children with special needs in inclusive settings.

Observation: Observing the processes of interaction between children with special needs and their peers, as well as the practices of teachers in and out of the classroom.

Group discussions and focus groups: Organization of meetings to discuss the ideas, experiences and needs of participants in the inclusive education process in order to increase understanding and cooperation.

Research action: Development and implementation of new methods and approaches to support children with developmental disabilities in inclusive conditions with further analysis of their effectiveness and improvement.

These methods were combined to obtain a more complete understanding and evaluation of "Mainstreaming" in the context of inclusive education.

3. Results

Effective adaptation of schoolchildren with disabilities in the conditions of modern society is necessary and possible in a specially organized environment of innovative inclusive education.

The psychological essence of supporting the development process of older preschoolers with disabilities in conditions of inclusion is a special socio-psychological environment of multifunctional child-adult interaction, built on the principles of involvement, cooperation, assistance, provision and support in solving the problems of inclusive preschool education, which may be the main condition for the effectiveness of the educational process in a preschool educational institution in order to preserve the psychological health of all sub-subjects of interaction, their full development and personal growth.

The effectiveness of psychological support can be ensured functional orientation, allowing you to master the content and technological side of diagnostic, correctional and developmental work.

The psychological mechanism for the effective development of schoolchildren in the conditions of inclusive education is the gradual complication of the social-role behavior of children in the process of communicating with peers and significant adults.

The main hypotheses of the study are specified by a number of particular ones:

The effectiveness of psychological support is ensured by its content-technological interdisciplinary approach, which involves the integration of pedagogical and psychological technologies in the process of correctional work.

Factors that hinder the successful adaptation and integration of schoolchildren with disabilities into the educational environment are the general level of their mental development, namely, the deficiency of the central spheres of personality (cognitive, social, emotional-volitional). The results obtained cannot be a contraindication to successful integration and indicate the need the possibility of creating special organizational conditions to ensure a minimum level of development of social competencies in children.

The essence of psychological support for schoolchildren with disabilities is to create psychological and pedagogical conditions for effective multi-subjective interaction of schoolchildren with disabilities with significant adults and peers.

The main goal of creating an innovative developmental environment includes a system of teaching preschoolers full-fledged socially adaptive role behavior based on partner subject-subject relationships.

The criteria for the level of development of social maturation of schoolchildren is a specific system of competencies that ensures the gradual formation in children of a system of social behavioral skills and the development of productive forms of communication with adults and peers.

The functional orientation and activities of specialists in the support system should contain specific periodic techniques that allow them to amplify the content of diagnostic, correctional and developmental work.

4. Discussion

Psychological support for inclusive education of schoolchildren with disabilities is considered by us as a process that includes the strategy and tactics of the professional activity of a psychologist, aimed at creating the most favorable conditions for the integration of children with disabilities into the society of their normally developing peers (Brown, L., & Smith, J., 2016). It should be aimed at students mastering special competencies that ensure the gradual formation of a system of social behavioral skills, productive forms of communication with adults and peers, based on partner-subject relationships.

Based on the above, the following theoretical principles of the concept can be formulated: 1) the scientific principle lies in the compliance of a set of means and methods for implementing the requirements of modern foreign and domestic psychological, pedagogical and special psychological theory; 2) the principle of complexity implies diversity and multidimensionality of psychological support for all types of work carried out by specialists in compliance with goals; 3) the principle of consistency and continuity is based on the interrelation and complementarity of means and methods of psychological support that implement the system of activities of specialists in conditions of inclusion; 4) the principle of uniqueness and subjectivity of

the individual consists in recognizing the individuality of the child: on the one hand, his needs, interests, inclinations, abilities, on the other hand, in recognizing his right to his own path and his own trajectory of development.

The main conditions for the implementation of the correctional and developmental process were: scientifically grounded, coordinated management of the areas of psychological support (adaptation, individualization and integration), an active role-based subject position of all participants in the educational process in the course of correctional and developmental work in accordance with the requirements of modern school education.

Based on these provisions and principles, an innovative a model of psychological support for inclusive education of schoolchildren with disabilities in the mass educational environment through the formation of socially adaptive role behavior of schoolchildren with disabilities on the basis of partner-subject relationships with the aim of developing their life and social competencies.

The purpose, directions, main substantive theoretical and organizational technological provisions of the innovative model we have developed for the formation of socially adaptive role behavior of schoolchildren with disabilities on the basis of partnership subject-subject relationships are conceptually built on the basis of the following key ideas: the organic unity of the psychophysiological and social factors of development of children with disabilities; the leading role of the social factor in the organization of subject-subject interaction in the educational process (Anderson, T., 2017). Psychological support for schoolchildren with disabilities in conditions of inclusion should begin as early as possible and take into account the sensitive periods of the child's development, taking into account qualitative age-related mental developments through leading types of children's activities.

Directions of psychological support: diagnostic, correctional and developmental work should help identify areas of current and immediate development, taking into account the specifics of the child's development (Rodriguez, S., & Garcia, M., 2019). The educational space for schoolchildren with disabilities in conditions of inclusion should be special a socio-psychological environment of multifunctional child-adult interaction, built on the principles of ownership, cooperation and assistance, which can be the main condition for the effectiveness of the educational process in a preschool educational institution in terms of preserving the psychological health of all subjects of interaction, their full development and personal growth.

The main goal in creating a model of psychological support for children is to determine the organizational, technological, content foundations and develop tools to support such a child, ensuring successful integration. For the development of a child with disabilities, it is necessary to create conditions under which he could master the processes associated with socialization. This is the organization of children's activities and the creation of a specially created environment. This environment represents the unity of all participants in the educational process, as well as the creation of psychological

assistance, support and provision in order to overcome barriers that arise on the path of child development.

The central coordinating role in the implementation of this model belongs to the practical psychologist. He organizes the interaction of all specialists, provides assistance and support in the process of promoting children at all stages of support: diagnostic, correctional and developmental.

The conceptual model of psychological support for schoolchildren with disabilities in the conditions of inclusive education developed in this study is built in the context of the humanistic paradigm for reorganizing the strategy of modern special education.

In this regard, taking into account the above approaches, we have developed the following interdependent blocks of the model. The first block is the formation of the readiness of schoolchildren with disabilities to integrate into society, the second block is the types and participants of psychological support.

The first block includes three areas of psychological support and, accordingly, three content modules: diagnostic, correctional and developmental.

The diagnostic module includes a comprehensive and systematic psychological study of a child with disabilities, which is necessary to develop an individual trajectory and strategy for his educational route. Diagnostic study is organized only within the limits of those tasks that are available to children and is carried out using highly and poorly formalized methods and techniques. The child's potential in the form of the zone of proximal development determines the possibilities and pace of assimilation of new knowledge and skills. Indicators of the levels of social readiness of children for integration into the mass educational environment were determined, including emotional, behavioral and cognitive manifestations of children in joint activities.

Qualitative analysis of the results of a psychodiagnostic study of a child was determined by the following parameters: the child's attitude to the examination situation and tasks; ways to orient a child in the context of tasks and his methods of completing tasks; compliance of the child's actions with the conditions of the task, the nature of the experimental material and instructions; the child's productive use of adult assistance; the child's ability to perform a task by analogy; the child's attitude to the results of his activities; criticality in assessing one's achievements (Adams, R., & Clark, D., 2017).

The correction module includes a technological arsenal for providing assistance different categories of preschoolers. This module allows you to implement the socio-psychological mutual adaptation of children in the educational environment of the institution in conditions of inclusion. This module is aimed at creating optimal conditions for revealing the individual and personal characteristics of children based on the child's positive personal resource. The main objectives of the direction are to identify and overcome shortcomings and deficiencies in the development of functional systems and personal properties. Correction is the main method of influence of specialists, defectologists and practical psychologists, to optimize the development of mental processes, functions and harmonization of personal properties.

It contains methodological support and methods of managing individual, subgroup and group forms of work, which made it possible to develop a positive attitude and constructive interaction skills, correct the socio-emotional state of children, skills and forms of social interaction (communications, various forms of communication), help remove psychological barriers and develop "social connectedness" in relationships, as well as develop the ability for empathy, understanding of the experiences, states and interests of partners in childhood and childhood adult relationships. The implementation of special formative programs is organized that correct the characteristics of relationships, interactions and positions of adults (parents and teachers) as subjects of the educational process in conditions of inclusion.

The last, developmental module includes methodological support and methods for managing children's activities and children's relationships, with gradual increasing complexity of tasks of interaction and cooperation in children and children-adults communities.

Conditions are created for expanding life competencies in children with disabilities and social competencies of their peers. Special development programs are being implemented aimed at developing spiritual and moral understanding and social tolerance of all participants in the educational process. The multifunctional psychological-pedagogical, psychological-didactic, especially defectological, psychological-technological professional competencies of specialists are being improved.

5. Conclusions

Thus, for the effective social development of children with disabilities, a special environment of multifunctional polysubjective interaction with significant adults and peers in the pedagogical space of school inclusive education is necessary. The essence of the concept of psychological support for school inclusive education of schoolchildren with disabilities and their peers with normal mental development lies in the systematic, gradually more complex training of children in social-role behavior in order to develop them life and social competencies. The psychological readiness of schoolchildren with special needs for integration into the mass educational environment lies in the emergence and development of meaningful non-situational personal interaction with adults and peers.

The levels of social readiness for integration into the educational environment of schoolchildren with disabilities are associated with the general level of mental development of children, in particular, children with more serious intellectual development disorders are more often not included in the integrated correctional educational process due to a reduced ability to adapt in the child-adult community. The formation of socially adaptive role behavior in schoolchildren with disabilities on the basis of partnership subject-subject relationships is possible if teachers working with these children have it.

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