

## Professional training of special psychologists to work in integrated education conditions

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**Abstract.** Learning the “integration philosophy” means the working-out of new professional position of special psychologist, which correctly realizes the principles of integration in educational sphere. The innovative content of integral-target-oriented and informative-processual components of professional training of special psychologists system conditioned by changes of professional environment is revealed in the article. The innovative tasks of psychological-pedagogical support service of education of special needs children in organizations with different types of integrated education are also considered in the article.

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### Introduction

The strategic aim of Russian governmental policy - high quality of education for all citizens, the increasing of education availability for people with health disabilities is the reflection of taken ply to achieve social and economical development of the country, the formation of barrier-free world and open society. The leading model of national special education- the institutionalization, which reflects the traditional (medical) approach to education of people with special needs (Health disabilities) was replaced by the social model focused on human rights. Government's and society's changing minds about disabled people, their duty to provide equal opportunities for them in different spheres cause the discussion of problems in education of disabled children, search and approbation of social and educational integration.

The acquaintance with foreign integration versions which emerged in the West 30 years ago shows that one of the most important problem then and now is the organization of efficient model of educational integration- inclusive education which will take into account needs of all participants of educational process [1]. Still the most pressing problems are questions of inclusive education organization as coordination of curricula, grading system, oriented on needs of different studying groups [2], the development of teachers' relations and distribution of inclusive methods among teaching staff [3; 4], working-out and implementation of innovative approaches for training of the specialists for inclusive school [5].

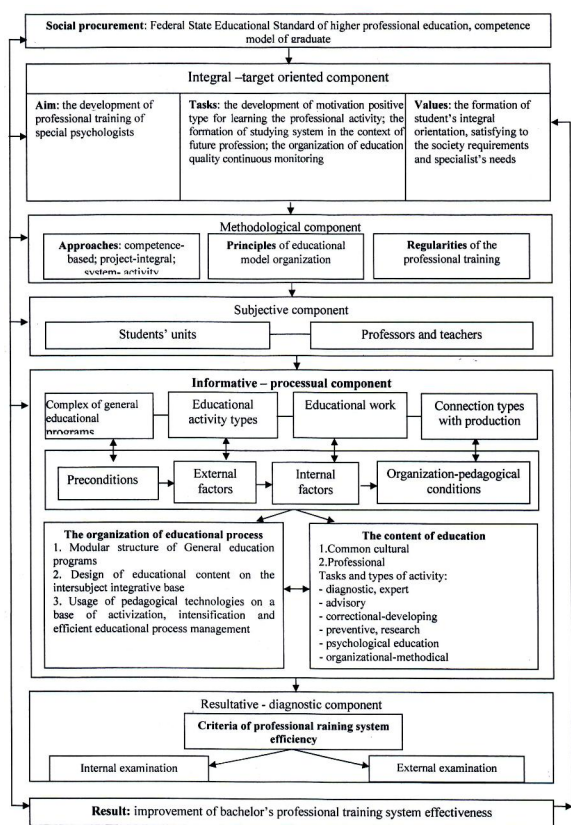
The new aims and values of national special education, conditioning deep structural-functional, informative, its technological reorganization diverse the organizational forms of disabled people'

education. In this way the role of psychological support of education service changes, needs in which are increasing and its tasks are supplemented by new ones. Special psychologist, initially prepared for work in traditional structures of special education should be plially reoriented for work in new conditions of realization of mainstreaming education in different educational institutions. This circumstance extends the tasks of professional activity of the specialist and corrects the content of his training. In the article we will consistently reveal the innovative content of integral -target oriented and informative-processual components of professional training of special psychologists system, conditioned by changes of professional environment and consider the innovative tasks of service of psychological-pedagogical support of education of disabled children in organizations with different types of integrated education.

### Main body

The system of professional training of special psychologists can be represented as model with following structural components: integral-target oriented, subjective, methodological, informative-processual, resultative-diagnostic (pic.1). Specially distinct influence of “integration philosophy” is discernible in integral-target oriented and informative-processual components of training system. The integral-target oriented component reflects the social procurement on psychologist's training, includes the aims and tasks of training, according to the integral essence of the profession and needs of the specialist in the process of studying. The aims of training should be correlated with development tendencies of special education system, conditioned by transformations in subjective and

objective subsystems of profession. The transformation in subjective subsystem appears in severization of requirements to the graduate's qualification, degree of self-sufficiency, and team work skills. The transformation in objective subsystem is expressed in expansion of labor field and labor objects (support in education of disabled child in different institutional conditions), in increasing of the complex of labor subjects (people with special educational needs). In this way the focus is shifted in methods, character of cooperation with subjects of activity. All these aspects define the value orienting point of special psychologist's professional training and also define the peculiarities of organization and content of educational process.



Pic. 1. Model of bachelors'- special phychologists' professional training system.

In order to make the forming subject subsystem of special psychologist activity correspond to specified requirements it is necessary to change the organizational approach of his training process. The main directions of practical training quality improvement are competence-based and system-activity approaches, allowing to learn and obtain practical experience interconnectedly, assigning activity character of educational process structuring, in which subjective and operative and social contexts of profession are created.

For organization of practice-oriented educational process it is necessary to use pedagogical technology, which activates and intensifies it, allow to learn the professional functions according to the conditions, content and dynamic of real professional environment. We consider such kind of technologies as-informative, interactive, contextual, project technologies and specifically the creation and solving the praxeological situations. Only in this way the problem of contingence of teaching process and work activity can be resolved.

All changes in education character are represented not only in strengthening of practice – orientation changing of teacher function from translater of knowledges to adviser, organizer of students' activity, but the orientation on development of independent learning skills erases the problem of transferring of information scope and help to take into account students' individual educational capabilities. The working-out and adoption of technologies of independent work organization today plays the main role because a half of total workload is an independent work and it takes on special significance in learning process of every discipline.

The formation of the independent solving of professional problems is connected with development of forms and directions of students' independent work-different types of independent work, scientific-research and practical work in educational institutions. Each direction has its own peculiarities, but as complete subsystem of educational system, independent work may be efficient only in case of organization of all its components in the context of self-training, such as training aids, the organization of explanation of work execution( in class or as plan in study guide) adequate list of control materials and management. The main condition of efficient independent work organization is the individual approach to pupils. According to this approach not only common but individual forms allowing to take into account students' skills and interests, to diversify difficulty level of work, degree of assistance, control forms.

For common work skills formation we may accept the solution of situational problems, modeling, creative ad common work. For special psychologists' teaching we worked out the typology of educational problematical tasks, solving by analyzing of certain situation, by independent solution method, which go under the standard production situation [6, p. 265]. The situational role-playing games in this case are the method of acquirement activity and social direction of profession. In these situational role-playing games students obtain necessary experience of common work. We define the types of role-playing games – developing professional competences ( individual or

interpersonal interaction) or role-playing games directed on action training in the context of different types of professional activity [6, p. 267].

Represented peculiarities of teaching process of special psychologists allow to form necessary subjective subsystem of graduate professional activity. Basic requirements to this subsystem are high level of practical training, self-dependence, common work skills. However, the comprehension of “integration philosophy” mostly refers not to organization but to the content of training process, which should define the integral orienting points of special psychologists’ professionalization.

Learning the “integration philosophy” means the working out of new professional position of special psychologist, which provide the adequate realization of integration principles in education. Previous psychologist’s position, oriented only on correcting of defects and teaching in the context of diminished development does not correspond to integration ideology, does not help disabled child’s teachers and family members to realize his problems, ways to solve these problems, and at least it is not conducive to personal development of child [7, p. 176]. The new professional psychologist’s position in integrative teaching system is to provide the condition changing of “normal” environment according to needs and abilities of disabled child, to manage the development process of a child according to the environment requirements.

In Russia 467 176 special needs children study in educational institutions, among them: in 1676 special (correctional) organizations study 210 194 children, , 110 192 children study in correctional classes in general education organizations, 146 790 children study in general education classes [8]. In this way nowadays there exists two approaches to disabled children’ education – differentiation and integration. Differentiation takes place in case of improvement of special (correctional) organizations’ activity, which in the context of new educational policy obtain new functions reflected in psychologist’s activity. Professional environment of psychologist’s activity in special (correctional) organizations characterizes by:

- professional activity of psychologist in educational organization, which has all necessary conditions satisfying pupils’ special educational needs;
- the interaction of psychologist with children who usually have same type of disordered development;
- the interaction of psychologist with teaching staff, well prepared for work with certain category of pupils.

Traditional tasks of child’s psychological support in special educational organizations consist of defining the most acceptable ways and methods of correctional-developmental work with child; forecasting of child’s development and possibilities of his education on a base of revealed peculiarities of development; realization psychological correctional-developmental work during the period of his studying in school. The innovative tasks of psychologist’s activity , connected with expansion of organizational forms and models of preschool and school education of disabled children are:

1. Providing the social-psychological preconditions of efficient integration of children into general educational social-cultural environment on different age stage of children development:

- special psychological help (according to school profile) for disabled children, integrated into mass school
- special help to disabled children in combined groups in preschool educational organizations.

2. Formation of psychological culture of educational process subjects: consulting assistance to teachers of integrative classes (mass school), to families of integrated disabled children.

Professional environment of psychologist’s activity in general educational organizations characterizes by:

- psychologist’s professional activity in educational organization, which doesn’t have the special educational conditions for disabled children;
- psychologist interacts with different developmental delay children and also with normally developing children;
- psychologist interacts with teaching staff which doesn’t have defectological knowledge and special pedagogical training.

These peculiarities of general educational environment define the main problems in international education organization: the formation of adaptive environment in educational organization (material and technical, program-methodical environment; the retraining of mass teachers, complex psychological and pedagogical support of disabled children according to their special educational needs; work with “mass” children collective and their parents at overcoming negative thinking to disabled children. The psychologist is in charge of these problems solutions, that is why those aspects should be represented in his professional education content specifically.

The professional education content of special psychologist should allow to specialist learn main methodological ideas, serving as a basis of national integration models and work-out the

adequate practical skills: integration by early correction; working out the differentiated index to the integration form defining, according to educational needs of disabled children. For this moment the Conception of Federal State Educational Standard for disabled studying people [9], in which main ideas of national model of organization the disabled children education, reflecting “value orientation , political attitudes ... and accepted cultural norms” [10, p. 306] are accumulated in modern Russia.

### Conclusion

Changing of the professional environment of special psychologist in context of integrative education defines the innovative tasks of psychological and pedagogical support of disabled children service in integrative educational organizations. These tasks are:

#### 1. In diagnostic field:

- chargeable selection of children with integration education recommendations, selection of type of FSES according to children’s age, development peculiarities, perspectives of acquiring the qualification program, social environment ( possibility for children to participate in child’s educational process, cooperate with school);

- projection of individual educational pattern of pupils.

In field of correctional-developmental activity:

- organization of adequate correctional help for every integrative child

- providing for disabled children’ parents necessary knowledge about peculiarities of their child , knowledge about optimal forms of interaction and helping methods.

#### In consultative activity field:

- informative and methodic help to teachers for acquiring defectological knowledge and special pedagogical technologies;

- help to form masters, kindergarteners who have difficulties in educational work with disabled children.

#### In field of psycho - offensive activity:

- systematical control of development and state of child’s health and efficiency of his integrative education

#### In field of educational activity:

- tolerant attitude of teachers, pupils of mass classes to special needs children, overcoming of negative thoughts and stereotypes about them ;

- explanatory work with disabled children’ parents for increasing the quality and availabilities of educational services.

#### In expert activity field:

- expertise of educational projects,

programs, technologies, didactic facilities in order to their psychological safety and expediency in work with disabled children.

In organizational-methodical activity field:

- analysis of educational environment according to its possibilities for teaching and developing the certain disabled child, its risk assessment;

- participation in adaptive educational environment formation in educational organization, special educational conditions;

- interprofessional cooperation with specialists of educational organization , directed on working-out and realization of united strategy of teaching and developing of disabled child;

- search and approbation of efficient forms of interaction with health care institutions, social welfare institutions, supplementary education institutions and on this basis the formation of effective interdisciplinary team.

### Inference

The integration education needs the specialist who is able to help usual teachers correctly organize the educating process of disabled children in collective of healthy agemates. This specialist should be the special psychologist who is able to create integral system of psychological and pedagogical support, joining all children and teachers of certain educational organization. Only special psychologist is qualified to change the school organisational culture, help teachers to adapt for new challenges of profession.

### Gratitude

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