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The relevance of psychological and pedagogical support for vocational training of children with mild mental retardation

In modern Kazakhstan, as well as in the entire civilized world, there is a new system of attitude to the category of children, focused on the development of universal human qualities, aimed at improving the quality of life of a person who has limitations in physical and mental aspects. This process is accompanied by significant changes in pedagogical theory and practice. The problems of education of children with special educational needs (hereinafter referred to as OOP) are raised. The issue of socialization of adolescents with special educational needs in the conditions of technical and vocational training - their inclusion in socially useful activities-is being developed.

At the same time, the most important thing is the psychological readiness of the administration, teachers of the college, masters of industrial training to accept adolescents with disabilities. The readiness of college employees to face various kinds of difficulties that may arise in the professional development of children with OOP, especially with mental disabilities.

According to the World Health Organization, the number of children with mental disorders is increasing in Kazakhstan, as well as in the whole world. And they enter an environment where the main contingent of students is the norm-students with different levels of socialization and the level of psychological readiness to learn in an environment of peers with different types of health disorders. In the joint educational process, an important place is occupied by the mental health of students, the individualization of educational routes, the creation of a psychologically safe and comfortable educational environment.

Training in a college environment for many teenagers is a serious test that can cause psychological stress and disorders. The main ones at the beginning of training are problems of behavior and communication difficulties that interfere with the

organization of the learning process of the student and his associates. That is why there is a need to organize psychological and pedagogical support for students with intellectual disabilities in the conditions of technical and professional education.

Mental retardation is a persistent irreversible disorder of mental development (intellectual in the first place), associated with organic underdevelopment of the brain or its early damage [1, 2].

In the world, there are from 1 to 3 % of people with intellectual disabilities, of which 75% have a mild form.

Mental retardation can not progress, but with a mild degree, timely measures of education and training methods can even increase intelligence. Of course, this requires high-quality correctional work and psychological and pedagogical support.

In the Explanatory Dictionary of the Russian Language, edited by D.N. Ushakov, accompany means "to go, to go next to someone as a companion or guide" [3]. In the dictionary of V.I. Dal, accompaniment is interpreted as an action and means "to accompany, to go together with the goal to conduct, to follow" [4].

Specialists are not provided for correctional work in the VET system, so this direction requires more careful consideration and development.

The process of psychological and pedagogical support is cyclical and provides for the sequential implementation of the following stages:

- diagnostic (determination of the content of the activity within the framework of psychological and pedagogical support, the features of the educational route of each accompanied person). This stage involves collecting information about a student with an intellectual disability while studying in college.

- design (modeling, planning of activities and forecasting of results). At the second stage, the target targets of complex psychological and pedagogical support are determined within the framework of the developed support program. After a detailed definition of all the educational needs of a student with OOP, individual components of support are developed and detailed by representatives of the socio-psychological service of the college and other subjects of the educational process.

- implementation (actual support). At the third stage, real actions are taken by all subjects of the inclusive educational environment to implement the program of psychological and pedagogical support of the student.

At this stage, it is important to constantly monitor the dynamics of the student's individual progress. It is also important to maintain the special educational conditions necessary for a teenager with OOP, which determine the effective implementation of an adapted educational program.

Sub-stages of becoming a student as a specialist.

1 sub-step. Adaptation and mastering the basics of college education (September, October). The goal of this sub-step is to create a special environment in which students with OOP feel comfortable and can realize their existing opportunities.

2 sub-step. Integration into the team, accumulation of experience in socially adapted behavior and learning activities.

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

4 sub-step. Mastering the basics of professional activity.

5 sub-step. Effective. It is characterized by a high level of adaptability to the educational process and integration in the conditions of the student body, educational institution, the acquisition of knowledge, skills and skills of professional activity.

- reflection and correction (checking the compliance of the results obtained with the goals set, correction, regulation). At the fourth stage of psychological and pedagogical support, the analysis of the effectiveness of the activities of individual specialists and the assessment of the effectiveness of the support of the student with the OOP as a whole takes place. Such an assessment can be determined indirectly through the indicators of a student's mastery of adapted educational materials with OOP, through traditional indicators of his socialization.

The adaptation of a student with OOP takes place in parallel with the stage of professionalization. For people with OOP, professional training is an important period of ontogenesis, in which there are significant changes in the personal, mental, intellectual, mental, physical spheres of life in psychological attitudes.

One of the most successful forms of support for students with intellectual disabilities in college is integrated classes, which are built on the synthesis of information from various academic subjects, stimulating the formation of skills to transfer knowledge from theory to practice, which contributes to the development of meta-subject connections and a systematic approach to learning.

Integrated lessons develop the potential of students with OOP, encourage them to actively learn about the surrounding reality, to understand and find cause-and-effect relationships, to develop thinking and communication skills. Contribute to the removal of fatigue, overexertion of students with OOP due to switching to a variety of activities.

In the professional education of adolescents with mental retardation, practice-oriented training dominates, thanks to which a holistic perception of professional skills is achieved and skills are honed.

Despite the fact that mental retardation is attributed to incurable defects, people who suffer from this pathology can be maximally adapted to different living conditions with the acquisition of professional skills. And the fundamental role in this is played by the early diagnosis of the disease, its competent correction and a tolerant environment.

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