

The possibility of new-didactics in hospital pedagogy: psycho-technical approach

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Abstract. The article deals with the practice of organizing the educational process of long-term ill children in a medical hospital. As of basic educational technologies applied smiltenei. The features of psychological and pedagogical support of schoolchildren are described.

In recent years creation of educational classes in hospitals for children on a long-term treatment became possible thanks to development of the networked educational commonwealth “Uchim&Znayem” (“Teach&Know”) and efforts of the psychological and pedagogical community in regions. Children got an opportunity not to interrupt their education and to study in the most comfortable hospital conditions.

In the Rostov region the first hospital school was opened on March 14, 2018 in the Regional children's clinical hospital. We equipped the educational class, elaborated regional normative legal acts to settle the process of education for children and teenagers aged from 6 to 18. We completed the psychological and pedagogical collective in the oncohematological department and built the model of psychological and pedagogical maintenance. We write an Individualized Educational Program for each student at hospital school, coordinate the academic load with doctors. The specificities of lessons such as duration and character are based on current health conditions, conversation with parents, results of primary psychological and pedagogical diagnostics of a child.

We often face difficulties with the organization of educational process. We systematized them into groups:

- Difficulties in learning and cooperation because of fears of learning activities and self-doubt.
- Low level of motivation and apathy.
- Cognitive loss.
- Aggression and emotional instability.
- Learning gaps.
- Social problems, lack of help and support from parents.
- The lack of a federal and regional regulatory framework on the organization of a model of education for children on treatment.

Realising the challenges that a child, his family and the group of teachers in hospital school have to face, we try to make common decisions and to act eco-friendly.

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When a child is in the hospital they take lessons face to face in a hospital room or in a specially equipped classroom. When a child comes back home, we contact him by Skype and educational process is led remotely.

To understand a psycho-emotional condition of a pupil in our school, we apply different methods (reflection, sense-making and tend to subjective experience techniques, colour projective techniques, sense-techniques of self-expression).

Much attention is paid to introduction of resource techniques into educational process. Teachers try to create situations of success and favorable organizational and pedagogical conditions both for learning and for socialization. Teachers use sense-making techniques of support, game techniques, sense-making techniques of creativity.

Another important direction is the research of cognitive functions and the organization of correction of revealed losses. Today we have a program of psychological and pedagogical maintenance for children on a long-term treatment.

Thus, the existence of an educational space makes possible to not only form the informative and training content for the children on a long-term treatment, but also to provide psychological and pedagogical maintenance, improve cognitive functions, fulfill the shortage of socialization, create conditions that are very close to an everyday life.

Psychological and pedagogical support of the educational process is a complex concept that includes supporting a child, helping at different stages of development and preventing possible difficulties in learning, socialization and academic rehabilitation. Creating an educational environment for children on long-term treatment is a special mission, which confronts us with challenges that are ahead of traditional and generally accepted models of training and education, which is due to the following features:

1. The use of educational and methodical complexes with a multilevel system of material selection with personality-oriented technologies, including the potential of mobile e-learning, multimedia tools.

2. Construction of an individual educational route taking into account the basic knowledge, the level of training of students, their current psychological and physical condition, analysis of cognitive losses.

3. Modeling the conditions to establish effective contact between a tutor and a student, stimulating and supporting cognitive activity, increasing level of motivation, developing an emotional-volitional sphere of a personality, initiating the processes of sense-formation of a student.

In order to solve these tasks, we developed the notebook-navigator "Forward to Success!" for first-grade students. It is an element of psychological and pedagogical support of the educational process of children on long-term treatment. In the hematology department of the Regional Children's Clinical Hospital, 70% of children are primary school students.

The navigator workbook focuses the teacher on a systematic approach of constructing the educational process; it helps not only to detect and bridge the learning gaps, but also to overcome psychological barriers of academic rehabilitation and socialization of a child in difficult life situations.

The content of the workbook was formed on the basis of the sense-didactic approach and semantic pedagogy. Environmentally friendly, multiplicative and resourcefulness of the proposed tasks are based primarily on their psycho-technical potential and integrate the educational and psychological components. An important selection criteria of tasks was the age and ontogenetic characteristics of children aged from 7 to 11 years old, research data reflecting the influence of the medical diagnosis, treatment strategies and possible body reactions.

Methodologically, the navigator workbook contains:

- psychotechnics, addressed to the student's subjective experience (personal association, generalization, work with images, personal-semantic context);
- psychotechniques of self-expression (reflection, existential choice, personalization and living situations);
- psycho-support (emotional stroking, situations of success and recognition, life-creation, semantic immersion, value orientation);
- psychotechnics of creativity (art techniques, creative works).

With all the variety of material, the listed techniques meet the following criteria: they work to improve cognitive functions, they can be used to analyze the current psychological state of a child, increase the student's level of motivation, develop the creative potential and the value-sense sphere. They do not aim at full psychological diagnosis or psychological-pedagogical expertise, they are not a part of remedial work, and therefore can be used by tutors and teachers without special psychological education.

The content of the manual is built in the form of travel from one topic to another. Each section is autonomous and does not imply a clear sequence. It can be used by a teacher in the most convenient sequence and comfortable format before, after, during or instead of the main lesson from any chosen topic, taking into account the learning situation.

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