Psychological and pedagogical follow-up of younger students with special abilities in terms of global education

Oleg Sirotkin^{1*}, Laura Fetalieva², Raisa Chumicheva³ and Ali Hiwa Khafar Ali⁴

¹Don State Technical University, 344000, Rostov on Don, Russia

²Dagestan State Pedagogical University, 367003, Mahachkala, Russia

³Southern Federal University, 344006, Rostov on Don, Russia

⁴University of Sulaimani, 46001, Sulaimani, Iraq

Abstract. The main approaches to the model designing of psychological and pedagogical follow-up of students in the context of contemporary global challenges are disclosed in the article; the designing principles, the structure of the model of psychological and pedagogical follow-up of students with special educational opportunities are also described in the article; it also presents humanitarian technology of psychological and pedagogical guiding and support for students with special educational capabilities, changing the position of the teacher in educational and extracurricular activities.

1 Introduction

Global education focuses on providing conditions for upbringing of an educated and responsible person, capable to discovering a huge world of information, getting education independently on an individual educational path, ready to solve fast growing problems of civilization and education. M. waters has defined globalization as "a social process where restrictions applied by geography on social and cultural device are loosened and where people realize that weakening more than ever". [10]. The value of the global education in the XXI century in the development of mankind is determined by the fact that it is:

- an effective means of positive development of education;
- the way of survival of mankind;
- determines the future of each country; ensures reasonable livelihoods;
- prepares one to tackle global issues education; provides international integration values;
- defines the origin of the trends to the formation of a unified educational space as the most effective form of implementation of the tasks of the future (A. Liferov).

Globalization processes set the cross-border tone to the education, presupposing a variety of program types, training courses, educational services, distance learning. They dictate the necessity of change to a modern technology and approaches to organization of

* Corresponding author: ol.sirotkin2010@yandex.ru

educational process. Cross-border education is linked with the new digital and information technologies, which determine the real change to a global educational market. In terms of cross-border education, formative programs and technologies are advanced in the global

educational space. Advance of innovative educational products on the international market keeps current the issue of quality of educational services, development of common criteria for its evaluation, flexibility of educational programs and the development of an individual educational path. Global education attaches the focus on innovation to the educational process by combining innovative and traditional programs, international and domestic concepts and technologies (Stem-technology (Science, Technic, Engineering, Mathematics), Lin-technology (Local Interconnect Network), It-technology etc.) to certain conditions; maintenance in the learning process of subject-to-subject relations, cooperation, dialogue in the pedagogical process; expansion of search and experimental activities, etc.

Designing and implementation of humanitarian technologies for the development and support of each student on an individual educational path, allowing the child to expand their vital program in the world of human culture, to learn and to open another of its "social soul" (A. G. Asmolov), create his own "field of values" in various types of academic and extra-curricular activities (ways of working, thinking, concepts, social roles, values, etc.). [1]. A child gets on to a ready "field values", perceives and assimilates it into a joint activity and communication with adults. Design and testing humanitarian technologies and support of the student on an individual educational route in a digital and inclusive environment, combining cultural, social, ICT, stimulating the child to activities and achievement of results for each student in the learning process (personal, meta-subject, subject), to comprehend the meanings and values of this world for themselves, for other with private methods of an individual educational path that defines one of the strategies of educational institutions.

2 Literature Review

V. M. Grebennikov, V. K. Ignatovich, S. S. Ignatovich distinguish three trend of global education, which determine the necessity of organization of individual educational path (IEP):

- strengthening the diversity of the world, mass migration of people in search of comfortable conditions for life, that determines the importance of a IEP to assist the trainee in a situation of increasing "cultural diversity";
- inequality, requiring the creation of a new "educational advanced scenario of an individual educational path";
- absence of positive models of reliably expected future, "a new reality makes different demands on the adaptive abilities of man, necessitates the individualization of the educational process [7; 94-95].

Individual educational path (IEP) is a way of realizing personal resource for each student's education through individual learning programs, where the path is the trace of the movement, and the program is its plan, IEP – personal path of realization of needs, opportunities, personal potential of the student (intellectual, emotional, volitional, active, moral and spiritual). Individual educational path is a structured program of the teacher and students' action at a particular teaching stage; a purposefully designed differentiated educational program; system of specific joint actions of the administration, teachers and support service specialists, parents in the process of inclusion of children with special educational needs and possibilities in the educational process. S. S. Ignatovich understands educational path as the progress of man (child) in the educational space, as the subject of design, his own project promotion in the educational area, the individual educational

program. P. V. Sysoyev understands individual educational path as a "personal way of achieving set educational goals (or learning objectives) of a particular student, appropriate to his abilities, motives, interests and needs" [9; 125]. The author notes that the teacher and the student always carry out the choice of individual educational paths jointly. That provides the skills to learn independently, to define the objectives of the activity, methods and means of achieving them, to reflect on personal achievements, to show initiative and responsibility for making decisions.

The main tasks of the teacher in the implementation of the individual educational path of students are as follows:

- creating a unified educational environment for children with different starting abilities;
- the development of potential opportunities of children with special educational opportunities in joint activities with students who are normally developing;
- purposeful development of learning abilities in students (cognitive, speech, motor, social), which reduce the dependence of the child and increase social adaptation;
- ensuring the effectiveness of the processes of learning, development, correction, adaptation and socialization of children with special educational capabilities;
- Organization of an effective psychological and pedagogical follow-up, assistance, support for the student in the process of implementing an individual educational path (diagnostic and advisory, developmental, therapeutic, socially adaptive, etc.);

Designing of an individual educational path (IEP) as an effective environment for personality development is determined by the creation of flexible modular content of instruction and individual curriculum. O.A. Vasilieva set that a student advances along an individual educational path successfully if he determines the individual meaning of the studied content of the academic discipline (goals in studying a specific topic, the choice of teaching methods and means that correspond to his individual characteristics, the ability to reflexively realizes the obtained result, etc.). The obtained educational product of the student is always significant for him; it reflects his internal educational and personal changes. It depends on the knowledge gained about the educational object being studied, the development of the learner's individual abilities, the assimilation of methods and activities, as well as the help and support that he gets during the experiences with the teacher, parent, and peer. M.V. Vasilieva affirms that the range of opportunities provided to the student in his achievement on an individual educational path, is broad: from individual knowledge to building an individual picture of the world and personal lifestyle. (2). The program of an individual educational development path provides opportunities for the student to master the content of the educational material within a certain time period at a time determined by himself and the chosen pace of mastering the basic general educational program. I.A. Kolesnikova, studying the question of designing of an individual educational path of a student, defines it as "a strategic direction of pedagogical support, as a "soft" pedagogical technology to help the child's selfhood, self-determination, successful self-realization based on forecasting and planning of personally significant activity" [4; 181] .

The research position of the authors in relation to the designing of the individual educational path of students is associated with the development of a model of psychological and pedagogical support of the student in the process of learning activity with the goal of developing personal potential, self-confidence in the choice of teaching aids and responsibility for learning outcomes, ways of integrating the learner into the educational environment and society. G.V. Mitina confirms the aspect of necessity for guide is due to the need for independence of the subject in making decisions and it requires the creation of psychological and pedagogical conditions for the successful development and self-development of children in educational institutions. The author writes: "... the task of the teacher in organizing of psychological and pedagogical support is to help each student,

especially poorly progressing in the main academic subjects, to show their abilities (in drawing, work, organizational abilities, physical, etc.),“ open up ”to classmates from different perspectives, to raise the public assessment of low-status students.” [6; 29]. There is an innovation in pedagogical activity, which is associated with the actualization of the learner's resources in successful activities for him in this statement. In the works of scientists, follow-up is understood as system integrative technology (G.L. Bardier, I.V. Romazan, T.A. Cherednikova);

- non-directive forms of assistance, triggering self-development mechanisms and own resources of a person (Yu.V. Slyusarev);
- psychological and pedagogical, educational, technology that provides assistance to individuals in a situation of choice (E.M. Aleksandrovskaya, T.V. Glazkova, E.I. Kazakova);
- the type of pedagogical activity that organizes the life of the student and helps him to solve problem situations (EA Alexandrova);
- Activities on the design of the educational environment, approving the status of a particular student (M.R. Bityanova);
- Psychologist's activity aimed at creating an integrated system of clinical, psychological, pedagogical and psychotherapeutic conditions conducive to the successful adaptation, rehabilitation and personal growth of children in society (II Mamaichuk, N.Ya. Semago);
- Type of subjective developmental activity (P.V. Zamkin);
- A special type of help to a person (method, tool, model) aimed at preventing and overcoming the problems of his development, aimed at revealing the internal potential of a person, activating his internal resources to solve problems (E.I. Kazakova, N.G. Osukhova);
- An integrated process of creating conditions for assisting children with disabilities in solving the problems of development, training, education, socialization. (Gamayunova A.N., Piskaykina A.E.);
- polysubjective, dialogical relations in the process of educational and professional interaction” (G. Nagornaya).

V.N. Raskalinos, analyzing the concepts of “pedagogical follow-up”, “psychological follow-up”, comes to the conclusion that the psychological and pedagogical follow-up of the educational process, integrating the individual characteristics of the two concepts, becomes effective for personal development and represents “the professional activity of teachers, aimed at helping and supporting the student in his development; a complex of interconnected and focused pedagogical actions implemented in situations of personal development and development during the educational process; interaction of subjects of guide ”[8; 13]. Psychological and pedagogical support is the norm of pedagogical activity if the teacher is not indifferent to the vital problems of the child, ready to substitute his shoulder for support, professionally owning the means, “growing” the child’s ability to find support in himself.

3 Problem Statement and conceptual foundations of the model of psychological and pedagogical support for students with special educational needs

The model of psychological and pedagogical follow-up of students with special educational opportunities developed by the authors of the study is aimed at:

- meeting the educational needs of each student on an individual educational path by means of training, social adaptation;

- The achievement of successful learning outcomes (personal, meta-subject, subject) students.

The tasks of psychological and pedagogical support for students with special educational opportunities are as follows:

- implementation of systematic monitoring of development results and the level of social adaptation of students;
- development of individual educational trajectories of students with various educational opportunities; Creation of technology for supporting students on an individual educational path;
- providing conditions for the social adaptation of students with special educational opportunities by means of extracurricular activities as an event of children and adults' life.

The idea of psychological and pedagogical support for younger students with special educational opportunities was formed and implemented on the following principles:

- the unity of the body, self-regulation of all organs and systems of the body, the activity of the child in learning activities;
- understanding by the subjects of education of the values and meanings of health for life, learning activities and personal responsibility for its results;
- the student's activity in maintaining his health (physical, social, psychological, emotional), in mastering the methods of successful learning, social adaptability;
- taking into account the psychological, age and individual educational opportunities and needs of the student, his health indicators.

The model of psychological and pedagogical follow-up of primary school children with special educational opportunities was designed taking into account the requirements of the regulatory framework for inclusive education in elementary school, the Federal State Educational Standards of Educational Institutions, the flexibility and consistency of goals, objectives, content and teaching technologies; ensuring the quality of education and maintaining the health of students in the learning process; modern challenges of education - meeting the needs of the individual and society in quality education, affirming the values of the individual and humanitarian cultural practices of positive socialization, the formation of humane child-adult relations.

The psychological and pedagogical support of students with special educational opportunities along an individual educational path is understood by us as pedagogical activity on the organization and implementation of the humanitarian technology of the "Together to Success" exercise, support and support on the principles of "everyone can," "everyone can at their own level," "each student is unique," "each result is worthy of respect," as a combination of methods:

- knowledge of objects, phenomena, processes, properties, events and images of the world;
- comprehension of ways and means of discovering new knowledge about the human world, nature, culture, types of activities;
- comprehension of the values and meanings of culture, its significance and place in the world of culture and society, human life for the benefit of the Fatherland;
- the organization of socio-cultural activities, cultural practices and events for the self-realization of students.

The basis of the humanitarian technology "Together to Success" is ensuring the implementation of educational and event-based extracurricular activities of students on the principles of compatibility and support in creative self-realization, where students with special abilities united to achieve a common educational result and creative success, choosing their individual educational path of self-realization of their "I AM". The developed humanitarian technology of individual psychological and pedagogical follow-up

of students in the learning process is aimed at achieving the educational results fixed by the Federal State Educational Standards of Public Educational Institutions (personal, meta-subject, subject), to ensure cognitive activity and social adaptation of students, where the individual educational route of students is provided with an adaptive program, individual working "travel itineraries along the text", varied creative assignments, design types of activities. The model of psychological and pedagogical follow-up for students with special educational capabilities reflects the pedagogical conditions for the successful development and social adaptation of primary school students in accordance with the requirements of the Federal State Educational Standards of Public Educational Institutions. The model is presented as an integrated system, focused on the creation of pedagogical conditions on the principles of differentiated, individual, activity, system approaches; includes 2 subsystems - educational and socially adaptive, united by a common goal of assistance to successful learning, development and social adaptation of students. The integration of informative content with educational and extracurricular event activities creates an environment of active self-realization of students with special educational opportunities (actualization of value potential, personal success, relationships to each other, social communications, etc.).

4 Conclusions

The teacher's mission, his role and position in the process of psychological and pedagogical support is changing: from the teacher "giving knowledge" he goes into the position of the one who "supports the student on his individual educational path," "impetus for cognition and learning," "organizer of communication and conditions for social adaptation", "stimulating the student's self-reflection." Pedagogical activity takes on a different character: intersubject and interdisciplinary relationships and interactions; integration of forms of activity (educational, evolutive, socially adaptive, psychological and pedagogical follow-up, health saving); actualization of humanitarian technologies, cultural practices and social events of the choice of methods of cognition, communication, health preservation, thereby ensuring the "inclusion" of the child's mechanisms of volitional self-regulation and self-control in the process of self-realization (requirements of the Federal State Educational Standards of Educational Institutions).

References

1. A.G. Asmolov, Psychological research. **8(40)**, (2015)
2. O.A. Vasilieva, *Designing of an individual path of successful professional adaptation of novice college teachers* (NING Publishing House (branch) Tsogu, Noyabrsk, 2010)
3. *The European education system and the Bologna process: textbook. allowance. Direction of training 050100 - "Pedagogical education". The training profile is Law. Qualification (degree) of the graduate - Bachelor* (Perm, 2012)
4. I.A. Kolesnikova, Pedagogical design ("Academy", Moscow, 2005)
5. A.P. Liferov, Global education-the path to the integration of the global educational space (Ped. Search, Moscow, 1997)
6. G.V. Mitina, Humanitarian studies in eastern Siberia and the Far East, **1**, 26-31 (2010)
7. V.K. Ignatovich, S.S. Ignatovich, V.M. Grebennikova, P.B. Bondarev, *Designing of an individual educational route: the problem of readiness and subject* (Kuban state. un-t, Moscow, 2017)
8. V.N. Raskalinos, Concept. **9**, 126-130 (2015)
9. P.V. Sysoev, *Methods of using information and communication technologies in a foreign language teaching* (Glossa-Press, Moscow, 2012)

10. M. Waters, *Modern sociological theory* (Sage Publication, London, 1994)