

# Psychological-pedagogical support and social-personal formation of students with disabilities in the process of adaptation to studying at the university

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**Abstract.** The article provides data related to the determination of the degree of disabled students disadaptation to study at the university. A group of 20 respondents was studied. Programs of psychological support and extracurricular leisure activities were implemented in the course of the research. The correlation dependence of the emotional-value state of the personality of students and their participation in creative activity is revealed. The control experiment revealed positive dynamics (favorable emotional state of students, medium level of anxiety, increase in self-confidence).

## 1 A problem statement

At present, modern education in Russia is faced with the task of providing comfortable conditions for creating equal opportunities and socializing of various categories of young disabled people [1]. At our days, in the works of various scientists, disability is considered as a specific social phenomenon that is formed under the influence of unfavorable factors [2, 3, 4, 5]. These include an unfavorable environmental situation, alcohol abuse, industrial injuries, problems of organizing rehabilitation measures [6, 7].

Every year there is an increase in the number of disabled people [8]. This required to draw scientists attention to the economic, legal, social aspects of the problem [9]. Currently, work is underway in our country to improve the social protection of young disabled people. This work is being carried out in a comprehensive manner: by lawyers, by philosophers and by sociologists. Among them are A.S. Bukhtereva, V.I. Dubinsky, R. Guseinov, M. Dmitriev, M. Delyagin, A. Zubkov, N.I. Moroz, P.D. Pavlenok, V.G. Popov, N.A. Chistyakova. Particular attention should be paid to materials that examine in detail the practice of psychological and pedagogical support of young disabled people in the context of various institutions activities (E.V. Abakulova, T.V. Baranova, V. Grishin, O. Kovaleva,

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O. Kondratieva, M. Lebedeva, A.V. Lomakin-Rumyantsev, E.P. Rodicheva, L.N. Sidorova, E. N.Khramchenko, E.A. Shevchenko)[10, 11, 12].

However, a review of the available literature revealed a clear advantage in the number of studies aimed at providing psychological and pedagogical assistance to disabled persons of preschool and school age. That is, the problem of psychological and pedagogical support of young disabled people in our country has not been sufficiently studied.

According to the WHO documentation, disability is a deviation in the state of the human body that interferes with the process of social interaction. To help people with disabilities overcome the problems of socialization difficulties, it is necessary to design a system of activities [13].

In addition to social support for disabled people, the development of their adaptive abilities is also relevant.

Disability complicates the possibility of full-fledged social contacts of a person, the limitation of which leads to a state of maladjustment and increased isolation, which affects the general development and limits of a young disabled person in getting an education and in choosing a profession [14].

Thus, psychological and pedagogical activity with young people with disabilities is designed to solve psychosomatic and social problems of education, to promote the professional development of the individual, and also to accompany at all stages of the educational and educational processes.

Education plays an important role in the disabled people professional rehabilitation [15]. At the moment, projects are being developed to expand remote technologies in working with young disabled people. Such education and subsequent employment allows people with disabilities to realize themselves in an independent life, gives the opportunity to earn a livelihood. Education provides ample opportunities to meet the needs-motivational sphere of young people with disabilities and to reduce negative and crisis phenomena in their environment.

Not all institutions are fully prepared to implement inclusive education: individual educational programs in educational institutions have not been developed; tutor rates have not been entered; there is no psychological and pedagogical support for disabled students.

An important task of higher education in the process of professional education of disabled people is to develop the abilities of young people to independently resolve issues of life and professional self-determination [16, 17]. The use in the educational process of modern hardware and software, distance learning methods requires the presence of tutors which help students with special pedagogical needs to master educational information [18].

A special type of assistance to students with disabilities at a university is psychological and pedagogical support, the purpose of which is to ensure the development of a person with a disability in an educational environment, which is a holistic, systemically organized activity for the successful learning and development of everyone in accordance with his capabilities and needs [19, 20]. The main directions of psychological and pedagogical support in higher education are: in-depth diagnostics of a young disabled person; monitoring personal development dynamics of students with disabilities; conducting group and /or individual correctional and developmental classes; organization of psychological and pedagogical counseling and education.

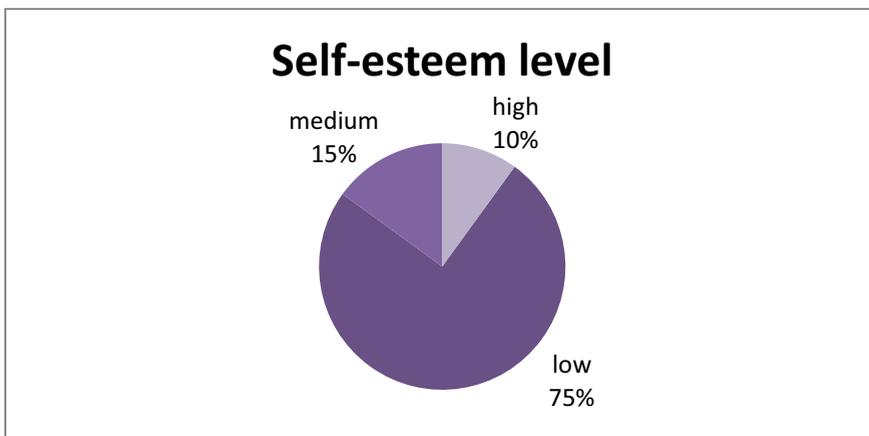
### **1.1 The objective of the work**

When determining the method of methods for research, we take into account the provisions of L.S. Vygotsky's theory. In his opinion, when organizing psychological and pedagogical support, it is necessary to take into account modern approaches to rehabilitation, social adaptation, training and education. To study the individual-typological personality traits of

young people with disabilities, the following tests were determined: the Personal Differential (PD) technique, Luscher's color test, Eysenck's questionnaire "Self-assessment of mental states".The university has 27 disabled people with diseases such as diabetes mellitus, disorders of the musculoskeletal system, hearing, vision, general impairment.The number of respondents was 20 young people. Among them there are 11 females and 9 males.

## 2 Materials and the results of the research

Based on the results of the personal differential methodology, the level of self-esteem was diagnosed as low in most of the participants (75%).This indicates a critical attitude of young disabled people to themselves, their dissatisfaction with their own behavior, the level of self-acceptance.2 people (10%) received high values of the factor, which indicates a tendency to perceive oneself as a carrier of positive, socially desirable characteristics, self-satisfaction.



**Fig. 1.** The results of the methodology "Personal differential (PD)" before the implementation of the program.

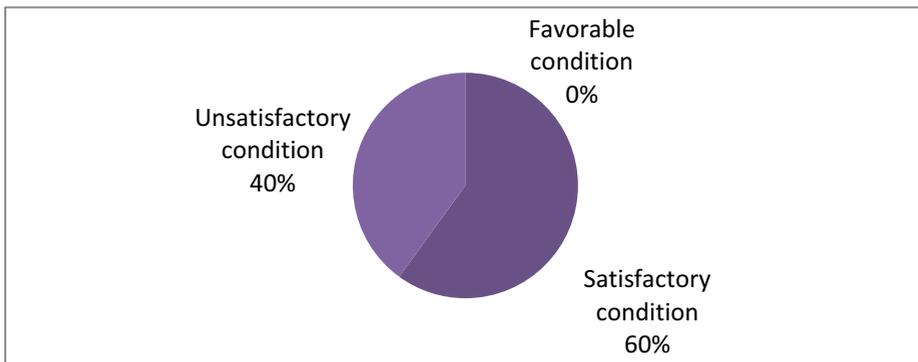
The study of the strength factor results made it possible to identify the following volitional sides of the personality of young disabled people.High values of this indicator were not found among the disabled, they do not have self-confidence, independence, and are not inclined to rely on their own strength in difficult situations.In 85%, the results of diagnostics indicate insufficient self-control, inability to adhere to the accepted line of behavior, dependence on external circumstances and assessments.Especially low marks in the remaining 15% testify and indicate ostentatiousness and anxiety.

The factor of activity also revealed a certain passivity in matters of self-actualization and independence.However, the indicators of activity in sociability spectrum in the majority (80%) of young disabled people have medium indicators.These results indicate the existing need of the participants in establishing social contacts, self-realization in the team.The rest of the participants (20%) have low values, they are more closed in themselves and feel insecure in communicating with other people.

Diagnostics of the emotional state of young disabled people was carried out using the "Luscher's color test".This test is based on the assumption that the choice of color often reflects the subject's focus on a certain activity, mood, functional state and the most stable personality traits.

The following results were made. In the first two positions of preference, 70% of the participants have concentrated such colors as: purple, gray, brown, red. This choice indicates existing experiences that cause feelings of anxiety and apathy. However, the choice of black, the color of obvious psychological trauma, was not assigned to the first positions in any of the participants, while this color was shifted to the end of the row in 75%.

However, in the remaining 25%, the black color is shifted to the middle of the row, which indicates the existing risks of psychological deviations. At the same time, in the majority of subjects (60%) in the color range there is a shift of gray and brown to the middle of the row, which indicates a satisfactory emotional state. According to the test results, no crisis state was revealed.



**Fig. 2.** Results of the Luscher's color test before the implementation of the program.

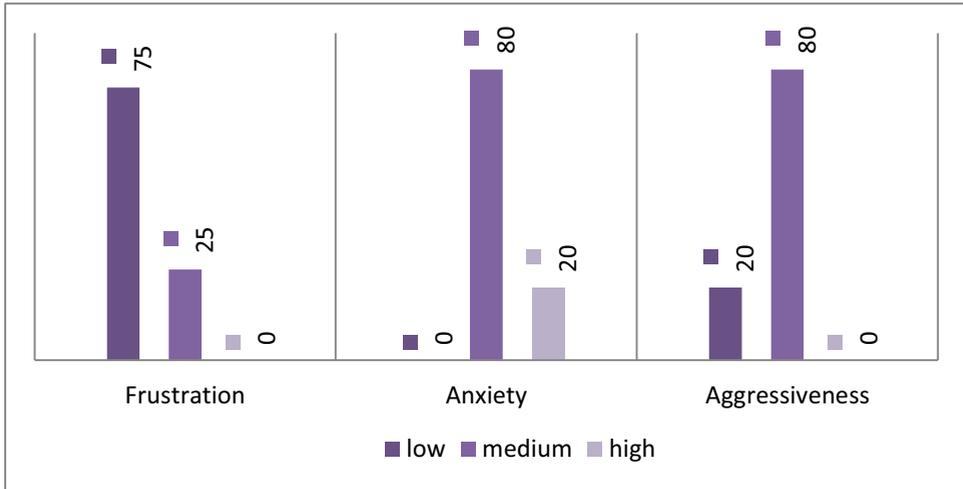
In the continuation of the study of young disabled people personality psychoemotional state, Eysenck's questionnaire "Self-assessment of mental states" was used. The technique is intended for the diagnosis of such mental states as: anxiety, frustration, aggressiveness, rigidity.

As a result, 75% of the participants were found to have low levels of frustration. This indicates a negative mental state of the respondents, caused by the impossibility to satisfy of their needs. The respondents are characterized by the manifestation of experiences, disappointments, anxiety. For 25% of the respondents, medium level of emotional instability is characteristic, these respondents are not afraid of difficulties and can make decisions on their own. The level of anxiety among young people with disabilities is either medium (80%) or high (20%). They tend to experience anxiety in various life situations, this is primarily due to the existing restrictions on movement, training and employment, realizing their own potential, etc.

Aggressiveness also has medium manifestation rates. So 80% are prone to rare manifestations of aggression, often accompanied by a sense of injustice. And the remaining 20% are calm and self-possessed, they are able to control their emotions and often rely on their surroundings in order to stabilize their emotional state.

The system of test items revealed a number of problems: a low level of self-esteem, a lack of understanding of social significance, a tendency to emotional overload, a low level of motivation to improve one's skills in a certain field of activity.

In the course of the experiment, classes were held under the program of psychological adaptation of young disabled people at the university.



**Fig. 3.** Results of Eysenck's questionnaire "Self-assessment of mental states" before the implementation of the program.

**Program objectives:**

- personal value position formation of a young people with disabilities and an interested attitude to their own worldview, feelings, experiences, thereby developing oneself as a healthy person, with unlimited possibilities for self-realization;
- development of communication skills of interaction in a team, in society as a whole, as a process of social adaptation to the world around;
- familiarization of young disabled people with methods and ways of social interaction that satisfy their needs in communication, training, social significance, psychological support;
- motivation of educational and creative activities of young people with disabilities, focused on determining the abilities and capabilities of the individual in professional formation and development;
- psychological and pedagogical support of young disabled people, counseling in matters of legal and social status.

**Stages of the program:**

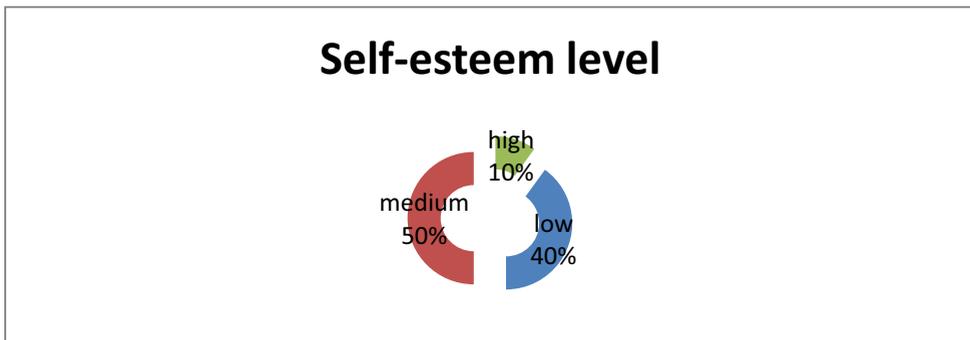
The first stage - organizational and diagnostic, includes the study of the individual capabilities of the disabled, forecasting the prospects for their adaptation to the educational process.

The second stage is operational and activity, it involves their inclusion in the programs of psychological and pedagogical support and extracurricular leisure activities, both in the conditions of the university and in the socio-cultural space. The lack of permanent social contacts for young people with disabilities plays a destabilizing role. Closure and self-doubt appear, intellectual abilities fade away, motor activity decreases [18]. The increase of educational potential in the process of educational and extracurricular activities was realized in a comprehensive program and individual educational routes for disabled students, including opportunities for young people to independently choose areas of additional education and classes in their free time; consideration of educational work as a leading component of activity; the development of youth initiatives, the creation of diverse student associations [20]. Involvement of disabled people in the activities of circles, sections of interest, in order to get an additional education. Conducting classes on the development of self-education and self-development skills ("Free educational Internet resources", "How to develop your creative abilities", "Modern hobby", etc.).

The third stage is evaluative-reflexive, includes diagnostics, analysis of the results, summing up the results for further plans in working with young people with disabilities. At this stage, the degree of satisfaction with the implemented program and wishes for the future are taken into account.

Participation in the program of psychological and pedagogical support of young disabled people made it possible to reveal the positive dynamics of the psycho-emotional state of students.

The diagnosis results of "Personal differential (PD)" showed a significant increase in students' self-esteem (up to 75% instead of 40%). The level of self-esteem and acceptance of one's own "I", with all the advantages and disadvantages, has a positive trend. However, this indicator for 50% is still at the medium level. People with disabilities who initially had high values (10%) of this factor retained their condition.



**Fig. 4.** Results of the methodology "Personal differential (PD)" after the implementation of the program.

The indicators of self-confidence and in their actions and decisions have risen from very low to the medium level. During their participation in the program of psychological and pedagogical support, students learned to analyze their strengths and abilities, as well as to independently seek solutions in problem situations. However, students' self-esteem remained low.

The university has created various forms of extracurricular work in a variety of areas: collective creativity, social - project activities, leisure activities, volunteering, club work. The participants were selected by interests, club work, rehabilitation and volunteer activities, social projecting.

According to Eysenck's questionnaire "Self-assessment of mental states", the majority of the participants after the implementation of the program normalized their mental state and the indicators of frustration of the medium level doubled (before 25%; after 60%). However, a high level of self-esteem was not revealed by this method. The high level of anxiety among young people with disabilities changed to medium. Participants who previously did not have significant anxiety tendencies after participating in the programs were able to partially curb the anxiety state and redirect it in a positive direction. The number of participants with a tendency to rare manifestations of aggressiveness decreased by half (before 80; after 40%). Participating with healthy peers in social projects and hobby groups, the participants in the experiment became calmer and more self-possessed, and were able to control their emotions. Already after the fall semester, more than half of the students became more active in participating in socially significant events. Respondents with low values of activity at the beginning of the academic year were able to cope with isolation and self-doubt.

The results of the repeated Luscher's color test revealed a favorable emotional state in all participants in the experiment.

### 3 Conclusions

We took a group of disabled students, analyzed the emotional and personal manifestations of this category of students. During the inclusion of students in the psychological, pedagogical and extracurricular programs, the positive dynamics of the emotional and motivational sphere was revealed among students.

Thus, the analysis of the experiment results made it possible to reveal a positive influence on the psycho-emotional state of disabled students not only of psychological and pedagogical, but also of socio-cultural activity.

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