PSYCHOLOGICAL SCIENCES

ASSERTIVENESS DEVELOPMENT AND GENERAL PSYCHOLOGICAL TRAINING OF FUTURE SOCIAL EDUCATORS TO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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DOI: 10.24412/3453-9875-2021-76-2-41-43

Abstract

The article describes the current conditions of general psychological training and the development of assertiveness in social educators who work with children with special educational needs. The theoretical aspects confirming the relationship between the development of assertiveness in future social teachers and the success of their work with children with special educational needs are given.

Keywords: assertiveness, social educators, children with special educational needs, teacher, development, support.

Introduction. Modern conditions of the educational environment require cardinal changes both in the learning process and in the process of personnel training. However, despite such rather intensive changes in the field of education, in particular, a new approach to the process of teaching children with special educational needs, there is still a lack of professional personnel. Unfortunately, not every educational institution provides full-fledged psychological training for working with different categories of children. Thus, it can be noted that due to the lack of psychological training of specialists, no matter how well the educational program is built, the effectiveness will decrease.

The main categories of teachers who work with children with special educational needs are social educators. To begin with, it should be explained that in Kazakhstan, a social educator is a person who works at schools, hospitals, rehabilitation centers, orphanages, boarding schools, and social services. His/her duty is to work with difficult, problematic children from dysfunctional families, with children with special educational needs, with those who have experienced mental trauma. A social educator monitors the learning process, conducts educational and explanatory work, helps to get used to the society. He/she forms the general culture of the individual and directs the process of adaptation in the right direction.

As we can see, the front of the work of a social educator is not limited to teaching children with special educational needs; it is also aimed at providing a favorable psychological environment. In order to provide the necessary psychological environment, a specialist working with this category of children should be well prepared and his/her mental state should be stable.

In fact, in modern conditions of personnel training, it is quite easy to combine theoretical and practical aspects, as well as the psychological foundations of personnel training due to the fact that there are many different effective tools for their development, which determines the relevance of the topic of this article. As one of the options for successful training, we offer the development of assertiveness and general psychological training of social educators.

Results and discussions. First of all, it is necessary to explain which category of children is considered to be children with special needs and how exactly it is necessary to work with them.

The Organization for Economic Cooperation and Development (OECD) recommends considering three groups of children with learning difficulties that lead to special educational needs. We are talking about children:

- with developmental disabilities;
- with learning difficulties (one or more subjects), behavioral and emotional problems;
- who have special educational needs due to unfavorable social, psychological, economic, linguistic, cultural and other conditions [1, p.7].

It is proceeded from the understanding of psychological and pedagogical support as a systemically organized activity of teachers and specialists, during which socio-psychological and pedagogical conditions are created for the successful learning and development of a child in accordance with his/her capabilities and needs.

The creation of socio-psychological and pedagogical conditions for the successful learning and development of any student is facilitated by changes in the general education of the Republic of Kazakhstan, associated, firstly, with its reform, and secondly, with the inclusion of specialized specialists in the staff of secondary schools to assist children with special educational needs.

As part of the reform of general education, much attention is paid to ways to create a comfortable atmosphere at school and in the classroom based on respect for the student's personality and establishing relationships of trust and cooperation. This refers to physical, social, emotional, educational (academic, cognitive) factors:
schoolchildren should feel safe;
- social environment should encourage communication and interaction;
- students and teachers actively communicate, the composition of the class is diverse, parents and teachers are partners in the learning process;
- decisions are made with the participation of parents and students;
- teachers and students are trained to prevent conflicts;
- emotional environment is designed to support feelings of collectivism and self-esteem;
- interaction of teacher and student, teacher and parents is respectful, responsible, friendly, students trust teachers and each other, the school is open to diversity and welcomes all cultures;
- teachers and students feel that they make a personal contribution to the success of the school;
- The academic environment should encourage learning and self-realization. Any kind of intelligence and learning is welcome, a variety of teaching methods are used, teachers believe in the success of each student;
- new values in education are aimed at forming a cooperative relationship between teacher and students, teachers are guided by providing the necessary support to the student in the classroom, accepting him/her as he/she is.

Thus, from the above, it can be determined that the main factor in the development of children with special educational needs is mutual respect, the creation of favorable psychological support, as well as respect and not violating other people's borders. There is a clear connection with the development of assertiveness, since a social teacher with assertive behavior will be able to create successful relationships with both children and parents, while not violating either their own borders or others'. Such specialists are more resistant to stress, which means they will be able to work longer and more efficiently under any circumstances. Below we will give some theoretical concepts about assertiveness.

The phenomenon of assertiveness is a relatively new concept in psychology, it is a concept used to describe a set of personal qualities and abilities of a person. However, today, since the concept of assertiveness is still not fully clarified in Psychological Science, the study of this phenomenon from a psychological and pedagogical point of view is relevant.

With the advent of humanistic psychology in the 1950s and 1960s, interest in conscious motivation and goal setting, self-actualization, and the development of personal potential increased. The personality began to be considered in connection with the ability to self-improvement and self-realization. As for the history of psychology, for the first time the concept of assertiveness is associated with the work of E. Solter “Conditioned reflex therapy” [2], published in the 50-60s, but in his theory assertiveness was considered as a constructive way of interpersonal interaction. In his opinion, given the nature of assertiveness, we can assume that this is a biological, human-specific quality. He described assertiveness as a characteristic feature of a mentally healthy person and, based on the works of I.P. Pavlov on conditioned reflexes, commented on the emergence of self-confident behavior. While studying practical psychology, he suggested that the processes of arousal and inhibition occurring in the cerebral cortex determine human behavior. The predominance of inhibitory processes in a person makes him insecure and anxious. Such people tend “to do what they don't want to do”. The inhibited personality turns out to be unable to act spontaneously, express feelings, desires, thereby limiting the possibilities of realizing its abilities and experiencing significant difficulties in communicating with other people.

Summing up his therapeutic and practical experience, E. Salter identified the following characteristics of a healthy, confident person:
- spontaneity in expressing emotions and feelings;
- the ability to perceive praise as an adequate assessment of their abilities and qualities;
- congruence and expressiveness of behavior and speech;
- using the pronoun "I";
- emotionality of speech: spontaneous, sincere and open expression of all feelings;
- the ability to resist aggression.

According to E. V. Khokhlova [3], in the works of Russian scientists (A. A. Leontiyev, A. A. Bitko, V. I. Kryuchkov, S. A. Stepanov), assertiveness was interpreted as a stable characteristic of the individual, a complex, multicomponent quality that includes empathy, responsibility for one's own life, the ability to recognize one's own strengths and weaknesses.

According to G. Lindenfield [4], various gradations of human behavior can be noted. First of all, assertive behavior is a direct, honest and accurate expression of our life position, feelings, thoughts and ideas to another person, respecting the feelings, positions, thoughts, ideas, rights of another person. A person who is too well brought up, too reserved, always tactful, self-depreciating, used to listening only to other people and doing only what they say may not be able to make an active choice. On the contrary, by being assertive, we will inevitably tell other people who we are, the action will take place in the same way, and we will not be afraid to take responsibility. This allows us to make choices, because we do not allow other people to act for us, we act in our own interests.

In the online dictionary of psychological terms of the American Psychologists Association [5], “assertiveness is an adaptive style of communication in which people express their feelings and needs directly, showing respect for others. A low level of assertiveness can cause depression and anxiety, and a high level of assertiveness can manifest itself as aggression”.

Therefore, assertiveness is of great importance for maintaining mental health of the individual, in order not to be exposed to depression, various mental disorders, a person needs to get used to assertiveness, because assertiveness does not arise in the birth, it occurs only in the process of maturation, upbringing, and training. If one of these processes is not enough, it can lead to passivity or aggressiveness.
Conclusions. Thus, having studied all the theoretical aspects related to the topic of the article, as well as clarifying the relationship between the development of assertiveness and the preparation of future social educators to accompany children with special educational needs, the following conclusions can be drawn:

- the development of assertiveness in future social educators contributes to resistance to stress;
- the development of assertiveness in future specialists contributes to the preservation of psychological health;
- the development of assertiveness and the general psychological preparation of future social teachers will help more successful work with children with special educational abilities, as well as with their parents;
- the development of assertiveness and general psychological preparation contributes to the least turnover of personnel working with children with special educational needs.

REFERENCES:

PEDAGOGICAL CONDITIONS OF MOTIVATION OF STUDENTS' EDUCATIONAL ACTIVITY

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ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ МОТИВАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ

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DOI: 10.24412/3453-9875-2021-76-2-43-45

Abstract
The successful activity of students depends on the high level of motivation of students. Motivation acts as both an indicator and a criterion for the success and effectiveness of the professional development of a future specialist. The level of motivation development depends on the pedagogical conditions.

Annotation
Успешная деятельность студентов зависит от высокого уровня мотивации студентов. Мотивация выступает как показатель, так и критерий успешности и эффективности профессионального становления будущего специалиста. Уровень развития мотивации зависит от педагогических условий.

Keywords: motivation, educational activity, pedagogical conditions, professional motivation, external motives, internal motives, competence approach.

Ключевые слова: мотивация, учебная деятельность, педагогические условия, профессиональная мотивация, внешние мотивы, внутренние мотивы, компетентностный подход.

В условиях современного профессионального образования важным фактором совершенствования подготовки студентов является мотивация их учебной деятельности. Проблема мотивации учебной деятельности студентов изучается в современной отечественной и зарубежной педагогической литературе. Высокий уровень развития мотивации способствует успешности учебной деятельности студента. И наоборот, низкая успеваемость студента – это результат немотивированного безразличного отношения к учебной деятельности.

Мотивация учебной деятельности студентов относится к числу профессионально значимых личностных характеристик.

Мотивация выступает как показатель, так и критерий успешности и эффективности профессионального становления будущего специалиста.

Начиная обучение в профессиональном учебном заведении, бывшие школьники сталкиваются с рядом новых для него обстоятельств: во-первых, происходит вхождение в новую социальную общ-