

# **PSYCHOLOGICAL SUPPORT OF THE EDUCATIONAL PROCESS IN A FAMILY WITH CHILDREN WITH SPECIAL PSYCHOPHYSICAL DEVELOPMENT**

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Annotation: over the past decades, the vector of accompanying children with special psychophysical development has changed dramatically. A new conceptual view has been formed on this category of children, on the assessment of their capabilities, the degree of participation in society and the prospects for the future.

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Over the past decades, the vector of social policy in the Republic of Belarus regarding the support of children with special psychophysical development has changed dramatically. A new conceptual view has been formed on this category of children, on the assessment of their capabilities, the degree of participation in society and the prospects for the future.

Not so long ago, the entire system of accompanying children with severe disabilities was focused mainly on ensuring safety, catering, medical care and minimal pedagogical support. Today we feel the deep insufficiency of this approach, which is called defectological. Modern tasks are focused on finding answers to the question "how?": how, even with severe health limitations, to make possible the process of assimilation of knowledge by a child, how to organize personal development and the process of growing up, sufficient development of the cognitive and emotional sphere, how, with its pronounced developmental disorders, still make it possible to participate in the life of society quite productive. It is clear that the usual work patterns in this situation will not work, especially when it comes to children with severe and (or) multiple health limitations, which present the greatest difficulties in understanding and organizing socio-psychological support. It is even more difficult to work and formulate adequate tasks of education and upbringing in the absence of outlined prospects for the future child.

There are a number of problems behind the above difficulties. Among them: the rigidity of the social system, which is slowly being modified and rebuilt taking into account modern work tasks; social problems, which are primarily associated

with the lack of psychological competence of residents of cities and villages in relation to the characteristics and specifics of children, there is still quite high stigmatization. Unfortunately, the attitudes of teachers and parents are not always formed in the right perspective, in particular, it is difficult to distract from the defect in the process of organizing pedagogical support, there is not enough differentiation in the view of children with the same diagnosis, as well as concretization of development prospects and, most importantly, the prospects of a future child with severe developmental disorders. There is still a problem of continuity between children's educational institutions and adult social institutions when organizing the support of an adult with severe health limitations.

Behind the specific actions of teachers and parents there is always an image, an idea of a child, as well as attitudes towards a child with psychophysical development characteristics that outline his future in a certain way, and accordingly affect the planning of goals and objectives of education and upbringing. In fact, these factors determine literally everything: the choice of methods, the content of work with the child, planning its final result, as well as, importantly, the degree of activity and "optimism" regarding work with the child, the vision of his prospects.

The attitudes and peculiarities of the child's perception by parents need to be considered in more detail. At the conative level, they manifest themselves in the choice of the style of interaction with the child, implemented, among other things, in the structure of the style of family education, which affects the formation of the child's personality and self-awareness. This is another important issue, since the psychological types of personality, as well as the personality core of children with the same type of dysontogenesis are different. Unfortunately, with the dominance of the defectological model of work, this is not taken into account. In addition, the image of a child with developmental peculiarities in parents, in fact, determines the prospects of his future, significantly affects the level of motivation of achievements and affiliations, claims and purposefulness of an adult child.

One of the most represented types of parental attitudes can be conditionally designated "my disabled child". When analyzing this attitude, it is important to assess the degree of its severity, strength, activity of this attitude, which will manifest itself in the intensity of the modification of the child's reality. To build a concept of a child's life, including understanding the prospects of his future, awareness of the fact of the child's limitations, assessment of the degree and nature of their severity is absolutely necessary. This is the starting information that drives the parent in choosing specialists, in formulating a strategy and a parental action plan for the child, determines the level of rehabilitation activity.

At the same time, if this attitude is hypertrophied, when the degree of limitations of the child's development is considered by the parent above the

situation presented in reality, then there are great risks of artificially slowing down the development process through insufficiency or conscious restriction of the conditions necessary for the formation of a child. This may be primarily due to the strong emotional involvement of parents in the situation of the birth of a sick child or the situation of familiarization with the diagnosis. Many parents are at one of the stages of grief in connection with the living mental trauma caused by the child's illness and its irreversible consequences. In such a period and in such a state, an adequate assessment of all possibilities is difficult, the criticality of assessing the situation and, accordingly, the clarity and realism of its assessment is reduced.

In addition, the situation is complicated by two additional factors that lie in the information field: the lack of competently built knowledge and ideas for parents about the features of the child's disease and distorted information coming, unfortunately, in some cases from certified specialists. In the early stages of a child's development, specialists play a key role in the formation of parental attitudes. Some families may lose even basic social support from close relatives in the situation of the birth of a sick child, which plays an aggravating role, as it leads to the closure of the family system, in some cases, to information blocking and refusal of socio-psychological assistance. The family, more often in the "mother - child" dyad, concentrates on the child's illness, tries to solve complex issues based only on their own strength and understanding, or often completely refuse to do anything about the child's development, because they believe that the disease is too severe and nothing can be done. Thus, the family is removed from society and all social processes. The tasks of inclusion, socialization, personal and cognitive formation become untenable in such a situation. In fact, they are blocked. And even if the family receives good suggestions for activating the child's participation in the situation of education and upbringing, activating his life position, you may encounter resistance or rejection. In this case, in the educational process, the child is given reduced tasks, since there is no confidence in his success. The adults surrounding the child are not aimed at finding methods and techniques adequate to the condition, and focused on a higher and better knowledge of the world and assimilation of the material, as a result – a significantly lower level of educational competencies than the possibilities allow. In the educational process, this is manifested in the fact that the child is not prepared for the assimilation of social norms, their understanding and use, the child develops low or insufficient ideas about the social world, a low level of emotional and communicative competence. The question of the formation of needs, interests, values is often not worth it at all. The underestimated level of parents' requirements for solving intellectual tasks does not stimulate the development of the child's cognitive sphere. Due to the lack of sufficient and correct information, parents have not formed an understanding of what kind of training is necessary, whether it is possible, whether education is necessary, what level of requirements should be in relation to the child, how to

organize child-parent interaction. For this reason, parents often choose the concept of care that they understand as the only correct one in their situation. Provided that the family and parents in particular are the translator of social norms and the child's guide to society, such a situation is tragic and hopeless for the child. Behind all this there is a negative, blurred, or complete lack of a family's understanding of the prospects of their child's future.

With this type of parental attitudes, it will be difficult for a child to find himself in the conditions necessary for his formation. And such a period often lasts more than one year of a child's life. Even if we are talking about children with severe disabilities, there are always opportunities for development. This is proved by both scientific provisions and long-term practice of work. But this is the information that should be conveyed to parents in order to form an adequate rehabilitation position for them.

Thus, the acute task of the psychological service is psychological and pedagogical support of the educational process in a family with a child with special features of psychophysical development. Today it is important to do this at any age stage of the child, if the family is ready to cooperate. Psychological and pedagogical information is the most necessary technique, which can be presented as an independent form, and be included in individual and family counseling, as well as group forms of work with the family of a special child. The main task is the correction of parental attitudes and the formation of ideas about the prospects of the future growing up child. It is important to make the information available. The basis of success is the work in cooperation of educational and social institutions on the succession of a child and an adult with severe disabilities.

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