

The effectiveness of correction can only be achieved by providing high motivation for learning, involving the child in active interaction with an adult. Emotional involvement provides a natural increase in efficiency, an increase in the efficiency of the brain, which does not come at the expense of health[5].

All methods follow the didactic principle: from simple to complex, that is, the psychologist builds tasks from simple to complex with respect to a weak link in the mental functioning of this particular child. Relying on the "strong" links of mental functioning, the psychologist works on the development of the "weakest" links of mental activity, while first taking on the functions of the child's weak link, and then, as already mentioned, gradually transfers them to the child not in one isolated function, but in all verbal and non-verbal functions that include this link. The transition from simple to complex is carried out according to three parameters: joint - independent action; mediated by external supports - internalized action; expanded element -by - element action – collapsed action. It is important that the help of a psychologist who conducts correctional and developmental classes is always "interactive" in nature: he reduces or increases his help depending on the child's progress, that is, he works in the zone of his proximal development. An important feature of remedial classes is the search for methods of mediating unformed functions, and not their direct training[6].

Thus, the urgent task of today is the development of interaction between neuropsychological and psychological-pedagogical correctional and developmental centers and a mass school. On the one hand, this will allow the school teacher and psychologist to refer a child in need of help to qualified specialists in a targeted and timely manner. On the other hand, effective integration into the school team of a child who has completed a course of correctional and developmental education in a special center, providing him with optimal conditions that support and consolidate the achieved level of HMF development, is possible only with close cooperation between specialists from the correctional center and the school.

References:

1. Цветков А.В. Нейропедагогика для учителей: как обучать по законам работы мозга. - Москва: Издательство «Спорт и Культура – 2000», 2017. - 128 с.
2. Нейропсихология: Хрестоматия. 3-е изд. / Под ред. Е. Д. Хомской - СПб.: Питер, 2011. - 992 с.
3. Ахутина Т.В., Пылаева Н.М. Преодоление трудностей учения. - СПб.: Питер, 2008.- 320 с.
4. Пережигина Н.В. Онтогенез внимания: Текст лекций по курсу нейропсихологии детского возраста / Н.В. Пережигина; Яросл. гос. ун-т. - Ярославль, 2002. - 100 с.
5. Глозман Ж.М. Нейропсихология детского возраста. - М.: Академия, 2009. – 272 с.
6. Поддъякова О.С., Чельшева М.В. Практикум по нейропсихологии. Учебное пособие. - Москва: МГМСУ, 2014. - 61.

Сведения об авторе (авторах):

Z.K. Zhumanbayeva*¹, L.A.Shkutina^{2-1,2} Karaganda University named after E.A. Buketov (Karaganda, Kazakhstan)

З.К. Жуманбаева*¹, Л.А. Шкутина^{2-1,2} Е.А. Бөкетов атындағы Қарағанды университеті (Қарағанды, Қазақстан)

З.К. Жуманбаева*¹, Л.А. Шкутина^{2-1,2} Карагандинский университет им. Е.А. Букетова (Караганда, Казахстан)

УДК 371.78

Zh.A. Karmanova*¹, I.Autayeva², Koshkumbaev K.T.³

^{1,2,3}Karaganda University named after E.A. Buketov (Karaganda, Kazakhstan)

THE ACTIVITY OF A PSYCHOLOGY TEACHER IN THE PROCESS OF ENSURING THE PSYCHOSOMATIC HEALTH OF STUDENTS

The article examines the activity of a psychology teacher in the process of ensuring the psychosomatic health of students. The authors analyze the factors that have an impact on the psychosomatic health of adolescents in the educational process of school. Each factor is considered from the standpoint of its importance for ensuring the psychosomatic health of students, as well as negative disorders resulting from adverse effects. The conclusion describes the psychological and pedagogical conditions for the prevention and correction of psychosomatic disorders of adolescents, aimed at the formation of safe and health-preserving behavior in them.

Keywords: *psychosomatic health, psychosomatic disorders, psychological and pedagogical conditions, school educational process, prevention and correction of psychosomatic disorders, risk factors for psychosomatic health disorders.*

Ж.А.Карманова*¹, І.Аутаева², Кошқумбаев К.Т.³

^{1,2}*Е.А. Бөкетов атындағы Қарағанды университеті (Қарағанды, Қазақстан)*

БІЛІМ АЛУШЫЛАРДЫҢ ПСИХОСОМАТИКАЛЫҚ ДЕНСАУЛЫҒЫН ҚАМТАМАСЫЗ ЕТУ ПРОЦЕСІНДЕ ПЕДАГОГ-ПСИХОЛОГТЫҢ ҚЫЗМЕТІ

Мақалада білім алушылардың психосоматикалық денсаулығын қамтамасыз ету процесінде педагог-психологтың қызметі қарастырылады. Авторлар мектептің білім беру процесінде жасөспірімдердің психосоматикалық денсаулығына әсер ететін факторларды талдайды. Әрбір фактор білім алушылардың психосоматикалық денсаулығына деген маңыздылығы мен олардың қолайсыз әсерінен туындайтын теріс бұзылулардың мәні тұрғысынан қарастырылады. Қорытындыда жасөспірімдердің қауіпсіз денсаулық сақтаушы мінез-құлқын қалыптастыруға бағытталған психосоматикалық бұзылыстардың алдын алу және түзетуге арналған психологиялық-педагогикалық шарттар сипатталған.

Кілт сөздер: *психосоматикалық денсаулық, психосоматикалық бұзылыстар, психологиялық-педагогикалық шарттар, мектептің білім беру процесі, психосоматикалық бұзылыстардың алдын алу және түзету, психосоматикалық денсаулықтың бұзылуының қауіп факторлары.*

Ж.А.Карманова*¹, І.Аутаева², Кошқумбаев К.Т.³

^{1,2,3}*Карагандинский университет им. Е.А. Букетова (Караганда, Казахстан)*

ДЕЯТЕЛЬНОСТЬ ПЕДАГОГА-ПСИХОЛОГА В ПРОЦЕССЕ ОБЕСПЕЧЕНИЯ ПСИХОСОМАТИЧЕСКОГО ЗДОРОВЬЯ ОБУЧАЮЩИХСЯ

В статье рассматривается деятельность педагога-психолога в процессе обеспечения психосоматического здоровья обучающихся. Авторы анализируют факторы, имеющие влияние на психосоматическое здоровье подростков в образовательном процессе школы. Каждый фактор рассматривается с позиции его значения для обеспечения психосоматического здоровья обучающихся, а также негативных нарушений, возникающих вследствие неблагоприятного воздействия. В заключении описаны психолого-педагогические условия для профилактики и коррекции психосоматических нарушений подростков, направленные на формирование у них безопасного и здоровьесберегающего поведения.

Ключевые слова: *психосоматическое здоровье, психосоматические нарушения, психолого-педагогические условия, образовательный процесс школы, профилактика и коррекция психосоматических нарушений, факторы риска нарушения психосоматического здоровья.*

Nowadays, problems with the psychosomatic health of school students are reaching crisis proportions. In this regard, the activity of a psychology teacher, who carries out the prevention and correction of psychosomatic disorders in the educational process of the school, plays a more important role than ever. An urgent problem of modern pedagogy is the need to meet the growing needs of students in the field of mental health, while maintaining their academic focus.

Asking the question of how to ensure a healthy balance of teaching and psychosomatic health support, which will help students stay mentally healthy while maintaining the manageability of teachers' work, a teacher-psychologist should have the necessary knowledge and information in this area, have an idea of the concepts of "psychosomatic health" in the context of the educational process, and also be able to differentiate factors affecting the psychosomatic health of school students.

Most people today understand that bodily illness, injuries, accidents that a modern person suffers from always begin with a problem that has arisen at the mental and energy-informational level. We also cannot deny the fact that the increase in the information flow that enters our essence every minute, the modernization of technologies (Internet, media) and other forms of stress negatively affect us, so today it is important for each of us to develop our own self-regulation technology. Since the time of Aristotle, all thinkers have supported the idea that simultaneously with a change in the emotional state (positive or negative), the bodily also changes. Any emotional reaction of a person causes physiological bioinformatic changes in his essence. The emphasis on the formation of a healthy lifestyle is needed today more than ever. The reason is that a person broke away

from nature, from the awareness of his essence (bodily, psychological, bioinformatic), began to run away into the virtual world more often. This confirms the growth of "diseases of the 21st century", the number of mental disorders, aggression, crime, etc. [1].

The psychosomatic health of a child is, first of all, the optimal level of achieved development - somato-physical, mental and personal, its correspondence to chronological age, its positive mental and social adaptation, a certain tolerance to stress, resistance to adverse influences (President of the World Psychiatric Association N. Sartorius, 1990).

The occurrence of psychosomatic disorders of schoolchildren in childhood and adolescence is associated with the period of ontogenesis, morpho-functional state, weakness and overstrain of individual organs and systems, their congenital or acquired inferiority, the predominant nature of mental (affective) response, as well as personal characteristics of children and adolescents.

The process of ensuring the psychosomatic health of students should begin with the identification of factors affecting its violation. The following are identified as risk factors for violations of the psychosomatic health of children and adolescents in the school system:

1. Stress tactics of pedagogical influences.
2. Social and educational threats
3. Stress of limited time and competition.
4. Innovative schools: perfectionism and energy costs.
5. Intensification and irrational organization of the educational process.
6. Lack of systematic comprehensive work on the organization of a healthy lifestyle.
7. Mobbing and bullying.

1. Stressful tactics of pedagogical influences (i.e. the child is in a situation of constant threat of stress). Very often, in the system of dyadic communication "child - teacher", various reactions of negative modality manifest themselves on the part of the latter, ranging from open aggression to indifference.

2. Social threat is associated in children and adolescents with rejection, hostility on the part of the teaching staff or with a lack of friendliness and acceptance on their part. The educational threat is associated with a premonition of psychological danger in educational situations: the expectation of failure in the classroom, fear of punishment for failure on the part of parents [2]. Such prolonged emotional experiences of children can lead to somatization, and later to psychosomatic disorders. It is important to note that the unfavorable interaction of the teacher with the child may be associated with a high level of stress of the teacher himself, which reduces the adaptive capabilities of his body and, accordingly, directly affects the effectiveness of his professional activity.

3. The stress of limited time and constant competition. As D.N.Isaev rightly noted, due to the presence of an element of competition in the school associated with a focus on high performance, lagging students are inevitably "stigmatized", both, in fact, the children themselves and the teaching staff. In this regard, children develop a negative idea of their own personality, which hinders their further development and increases the risk of psychosomatic disorders [3]. Limited time to complete mandatory tasks and the constant need to win in competitive relationships with peers in order to realize their natural need for recognition, act as a stress factor for a child and a teenager, as a risk factor.

4. It should also be taken into account the fact that at the moment there are a significant number of so-called innovative educational institutions in Kazakhstan. At the same time, education in lyceums, gymnasiums, gymnasiums and other institutions, which are sometimes presented as elite, really carry a risk factor for psychosomatic disorders in children and adolescents. This circumstance can be considered in two aspects. On the one hand, the high energy consumption of a child associated with an increase in information loads in innovative schools entails a serious strain on the functional systems of the body, which in turn negatively affects the psychosomatic health of the child [4]. On the other hand, innovative institutions, characterized by high educational standards, pose a threat to the emotional well-being of children [5], and, accordingly, can lead to psychosomatic disorders.

5. Intensification and irrational organization of the educational process. The main burden in educational institutions falls on the child's psyche. Under the influence of the total school load, all functional disorders become more frequent among students. [6]. High volume of academic and extracurricular loads, intensification of the learning process, lack of time for assimilation of information, as indicated by A.A.Baranov, L.M.Sukhareva, have a pronounced psychotraumatic effect on the student, which, combined with a decrease in the duration of sleep and walking, a decrease in physical activity, has a stressful effect on the developing body. Prolonged stay in such conditions contributes to the "consolidation" of negative shifts in the physiological reactions of the body and further somatization [7].

6. Lack of systematic comprehensive work on the organization of a healthy lifestyle. The low qualification of teachers in matters of age physiology, psychology, and health protection of schoolchildren makes it difficult to thoroughly study psychosomatic disorders. So, in some European countries and the USA, official documents oblige the teaching staff of a school institution to know the basics of the age physiology of children and be able to form their attitudes and values of a healthy lifestyle. It can be stated that in modern Russian schools there is practically no system of hygienic education and upbringing for the formation of healthy lifestyle skills in children and adolescents, conscious and responsible attitude to their health, which is a significant cause of deterioration in the health of schoolchildren [8, 9, 10].

Low motor activity of children and adolescents can also be attributed to this factor. Physiologists and hygienists of childhood have proved that with all the versatility of approaches to the health care of schoolchildren, one of the first places belongs to properly organized, purposeful motor activity. Movements and physical activity that support metabolic processes create the basis on which not only the biological, but also the spiritual development of the child takes place [11].

7. Mobbing and bullying. The works of Western researchers show that children included in a gathering of peers - objects of aggressive behavior of their peers (or older in age) represent a risk group for various psychosomatic disorders. The most common psychosomatic complaints in victimized children are headaches, abdominal and spinal pains, dizziness, sleep problems, eating disorders, enuresis, skin problems and a feeling of chronic fatigue [12].

M.M.Bezrukikh notes additional school risk factors: non-compliance of educational conditions with sanitary and hygienic requirements; a decrease in the level of medical control over the health of schoolchildren; poor nutrition organization; in some places, the lack of gyms and qualified physical education teachers; low family culture in matters of health protection and promotion [13].

In order to create psychological and pedagogical conditions for the prevention and correction of psychosomatic disorders of adolescents in the educational process of the school, the main directions of psychological and pedagogical support of students have been identified. These conditions include:

- Preservation and strengthening of psychological health.
- Formation of the value of health and a safe lifestyle.
- Creation of a health-preserving environment that promotes the development of the student's personality through the formation of conditions conducive to self-development and self-expression of the child, the use of interactive methods of health education.
- Development of psychological culture.
- Monitoring the capabilities and abilities of students.
- Identification and support of children with special educational needs.
- Identification and support of gifted children.
- Support of children's associations and student self-government.
- Formation of communication skills.
- Ensuring a conscious and responsible choice of further professional activities.

However, putting more responsibilities on teachers who are already overloaded to the limit with overcrowded classrooms, long hours and intense workload is not an option. Ultimately, teachers should remain focused on students' academic success, which is closely related to emotional and psychological well-being, but should not be subordinated to it. Other funded structures and support need to be put in place; schools and districts need counselors, social workers, psychologists and other experts either locally or in close partnership with local community resources. This moment requires practical changes in school structures, operations and staffing in order to effectively complement the academic and socio-emotional work that teachers do every day.

References:

1. Sarakul A.G. Psihosomaticheskoe zdorov'e i sovremennyj stress.[Electronic resource]: URL: <https://psy.su/feed/2468/>.
2. Phillips B. School stress and anxiety // Human Science. - N. Y. - 1978. - № 5.
3. Isaev D.N. Emocional'nyj stress. Psihosomaticheskie i somatopsihologicheskie rasstrojstva u detej. - SPb., 2005.
4. Prasolova O.V. Vliyanie innovacionnyh form obucheniya na psihosomaticheskoe zdorov'e i sostoyanie adaptacionnyh system shkol'nikov: Avtoref. dis. ... k.b.n. - Stavropol', 2005.
5. Volikova S.V., Holmogorova A.B., Galkina A.M. Roditel'skij perfekcionizm – factor razvitiya emocional'nyh narushenij u detej, obuchayushchihsya po uslozhnennym programmam // Voprosy psihologii. -2006. - № 5. - S. 23-31.
6. Anan'ev V.A Psihologiya zdorov'ya. - SPb., 2006.

7. Baranov A.A., Suhareva L.M. Osobnosti sostoyaniya zdorov'ya sovremennykh shkol'nikov // Voprosy sovremennoj pediatrii. - 2006. - № 5. - S. 14-21.
8. Kuchma V.R., Suhareva L.M., Stepanova M.I. Fiziologo-gigienicheskoe obespechenie modernizatsii struktury i soderzhaniya obshchego obrazovaniya v Rossii // Zdorov'e, obuchenie i vospitanie detej: istoriya i sovremennost' (1904-1959-2004) / Pod red. A.A. Baranova, V.R. Kuchmy, L.M. Suharevoj. - M., 2006. - S. 21-27.
10. Yampol'skaya Y.A., Skoblina N.A., Svergina A.V., Mustafina I.Z. Longitudinal'noe nablyudenie za fizicheskim razvitiem sovremennykh shkol'nikov Moskvy (vtoroe soobshchenie) // Sb. materialov X Kongressa pediatrov «Aktual'nye problem pediatrii». Moskva. 5-9 fevralya 2006. - M., 2006.
11. Zvezdina I.V., Kuchma V.R. Epidemiologicheskie aspekty povedencheskih faktorov riska // Zdorov'enaseleniyaisredaobitaniya. - 2005. - № 1. -S. 1-5.
12. Baranov A.A., Suhareva L.M. Osobnosti sostoyaniya zdorov'ya sovremennykh shkol'nikov // Voprosysovremennojpediatrii. - 2006. - № 5. - S. 14-21.
13. Gini G., Pozzoli T. Association Between Bullying and Psychosomatic Problems: A Meta-analysis // Pediatrics. - 2009. - R. 1059-1063.
14. Bezrukih M.M. Zdorov'e detej i shkol'nyefactoryriska // Materialy kruglogo stola na temu: «Sovremennaya shkola i zdorov'e detej». - M., 2002.

Сведения об авторе (авторах):

Zh.A. Karmanova*¹, I.Autayeva², Koshkumbaev K.T. ³ - ^{1,2,3}Karaganda University named after E.A. Buketov (Karaganda, Kazakhstan)

Ж.А.Карманова*¹, I.Аутаяева², Кошқумбаев К.Т. ³ - ^{1,2,3}Е.А. Бөкетов атындағы Қарағанды университеті (Қарағанды, Қазақстан)

Ж.А.Карманова*¹, I.Аутаяева², Кошқумбаев К.Т. ³ - ^{1,2,3}Карагандинский университет им. Е.А. Букетова (Караганда,Казakhstan)

УДК 376

*A.T.Nurseit¹, G.B.Beisenbekova², Jan Danek³

^{1,2}Buketov Karaganda University (Kazakhstan, Karaganda)
³Comenius University in Bratislava (Bratislava,Slovakia)

FORMATION OF PERSONAL QUALITIES OF STUDENTS IN INCLUSIVE EDUCATION

Abstract. *This article discusses the ways and methods of formation of personal qualities of students in inclusive education. The problem of rethinking, reassessing and affirming new values is now more acute than ever. Teachers are tasked with training not only well-educated, but also highly moral people. At the present stage, the school is the public institution that is designed to influence the formation of a system of values in the souls and minds of citizens of the country, the development of the qualities of the child's personality. Personality formation is the process of development and formation of personality under the influence of external influences of upbringing, training, social environment; purposeful development of personality or any of its sides, qualities under the influence of education and training; the process of becoming a person as a subject and object of social relations.*

Personal qualities are psychological characteristics of a person, manifested through relationships to others and to himself in human behavior and activity. Note the qualities of the student's personality, which are indicated in the documents of education: Guarantees of the right of children to receive education are enshrined in the Constitution of the Republic of Kazakhstan, The Laws of the Republic of Kazakhstan "On the rights of the child in the Republic of Kazakhstan", "On Education", "On social and medical-pedagogical correctional support for children with disabilities", "On social protection of disabled people in the Republic of Kazakhstan", "On special social services".

Key words: *inclusive education, formation, personal quality, limited health opportunities, special education, knowledge, disability, social environment.*