

Summary of the  
Final Qualification  
Work

**The topic of the Final Qualification work:** "Psychological support of adaptation for disabled students to an educational environment".

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**Information about the customer organization:** Psychological service of SBPEI “Yessentuki center for rehabilitation of disabled people and persons with disabilities” in Yessentuki.

**The relevance** of the research topic is indisputable in the context of implementing the orientation of society to maximize interaction with people who have physical and mental characteristics.

Today, the rights of young people with disabilities to affordable education, full communication, and the ability to freely realization of their individual personal potential can not be challenged by anyone. The efforts of the public and the state are aimed at developing an educational space in which the personal development and professional self-determination of students with disabilities is given worthy attention.

Research aimed at optimizing the learning environment for students with disabilities is conducted in various fields of science and practice. The study of aspects of psychological assistance in adapting to the educational environment plays a significant role in the process of correctly setting priorities for the development of Russian education. It is significant and contributes to the expansion of guidelines in creating special psychological and pedagogical conditions for the training people with special health conditions.

Studying the issues of testing special educational programs, building a personal educational route, implementing adaptive methods and techniques of psychological support for boys and girls with disabilities contributes to the timely creation of an integral system of special conditions of the University. It allows students to realize their professional and personal potential in society.

Each category of students with disabilities requires an individual approach in adapting to the conditions of the educational space. To date, many programs have been developed that allow you to build an optimally correct perspective of the impact on the entire structure of personal development, including full-fledged physical education, psychological and social adaptation. However, practice-oriented research in this area does not lose its relevance. Analyzing the originality aspects of mental development and formation of personal structural elements in different categories of young men and women with disabilities, it should be noted the combination of sufficient intellectual development with deep psychological problems for such students. Low self-esteem, lack of clear life orientations, weak indicators of learning development, violations in the communication sphere, lack of independence - are the main negative characteristics of the majority of students

with disabilities. This fact greatly complicates the process of socialization, deprives the possibility of maximum inclusion such children in the life of an educational institution. In this aspect, psychological support for students with disabilities, in particular first-year students, should be considered as a priority direction for the implementation of psychological assistance in secondary professional and higher educational institutions.

**The purpose of this work** is to study the psychological support of adaptation for disabled students to the educational environment.

**Research problems:**

1. Analyze the theoretical development of the problem of psychological assistance in adapting students with disabilities to the educational environment.
2. Consider and summarize the factors that affect the process of adaptation for students with disabilities to the learning environment.
3. Empirically identify the students' psychological characteristics that affect their adaptation to the educational environment.
4. Identify the degree of adaptation for students with disabilities to the educational process.
5. Determine the criteria for the effectiveness of psychological support for adaptation of disabled students to the educational environment.
6. Create and test a program for optimal psychological support of adaptation for students with disabilities.

The theoretical and practical significance of the master's thesis lies in the subsequent possibility of using the presented concepts and conclusions in the practical activities of a teacher-psychologist in an educational institution. Theoretical research on this issue can serve as a stimulating material in building a program of psychological assistance for students with special mental and physical development. Practical developments can serve as a methodological material for determining the level of students' adaptation to learning conditions. The developed program can be integrated into the process of psychological support for students with special educational needs in an inclusive educational space.

**Research result:**

The program for supporting the adaptation of disabled students to the educational environment is a necessary condition for optimizing an adaptation process. Its effectiveness is confirmed by the detected changes (at a high level of significance) in the parameters of the properties of the subjects. So, before the formative stage of the study, the control and experimental group were in the same conditions and were almost identical in their characteristics (there are no significant differences in the student's t-criterion). A secondary diagnostic cross-section showed changes in the characteristics of the test subjects, both in the control and experimental groups. At the same time, the percentage of changes in the control group is only 33.3%, and in the experimental group 85.7%. A particularly important criterion for the effectiveness of the psychological support program is a significant change in the indicator "adaptation" (item 1) after the formative stage of the study.

The shift in the values of indicators of the control group subjects suggests that adaptation to the educational environment is also possible without psychological support, but this process is complicated and requires significant personal resources. Correlations ("adaptation "and" tension and sensitivity"; "adaptation "and" mood change"; "adaptation "and" index of subjective well-being"), found in the course of applying mathematical and statistical analysis, prove the influence of psychological characteristics on the students with disabilities in their adaptation to new conditions of educational activity. The obtained data show the importance of stability of the emotional sphere for the adaptation of students with disabilities. Changes in mood, tension and sensitivity are factors that negatively affect the process of adaptation to the educational environment. Reducing negative feelings about limitations of their abilities, as well as increasing self-esteem of health, affects the level of subjective well-being and improves the adaptation of students.

The data obtained in the course of the study suggest that psychological support for adaptation can be more effective with a specially organized psychological impact on the personality characteristics of students with disabilities. The results of the study show that the developed program for psychological support of students' adaptation creates optimal conditions for students with disabilities and contributes to better adaptation to the educational environment.

**Recommendations:**

- it is proposed to introduce the program to support an adaptation of students with disabilities in a system of psychological services;
- it is recommended to conduct diagnostic work aimed at identifying the relationship between individual psychological characteristics of students with disabilities and factors that affect the adaptation process;
- it is proposed to use methods that have a diverse impact on cognitive, emotional, behavioral spheres.