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Zh.T. Sarybekova

M.H. Dulaty Taraz State University
Doctor of pedagogical Sciences, Professor

S.M. Ussenova

M.H. Dulaty Taraz State University
Master of Psychology

P.A. Ospanova

M.H. Dulaty Taraz State University
Master of pedagogical sciences

T.A. Sagyndyk

M.H. Dulaty Taraz State University
Master student

ORGANIZATION OF THE EDUCATIONAL PROCESS IN AN INCLUSIVE SCHOOL

Abstract: Currently, there is insufficient education of many specialists working in general education organizations about children with disabilities. The article deals with the features of correctional and pedagogical work in the conditions of inclusive education of professionally trained specialists.

Key words: Inclusive learning, teacher, method.

Language: English

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Introduction

Until 1990, the concept of inclusion was understood by post-Soviet States as a medical model of a child's disability, which refers to discrimination in its parameters. Broad understanding of inclusive education as a social model, its humanistic understanding from the medical and biological understanding, and applying it to support each child and develop their potential based on culture, policy and practice is at the stage of active development in our Republic.

What is inclusive education?

Inclusive education allows children with special educational needs to participate fully in the life of the preschool and school age group. Inclusive education is aimed at promoting the equality of children in all actions of society.

Inclusive education is aimed at developing the skills necessary for communication.

Inclusive education is based on the following principles:

- the value of a person does not depend on their abilities;
- everyone can feel and think;
- everyone has the right of communication and service;
- all people need each other;
- all people need support and friendship;
- diversity enhances all areas of human life.

Segregation – (lat. Segregation – to separate). There are many reasons and prerequisites for the current discussion of the problems of inclusive education of children. The idea of inclusion was introduced first in General pedagogy, and then in

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special pedagogy [1].

The emotional interpretation of the question of “segregation” (division) of man in the world occurs after the Second world war and after totalitarianism. Humanity have thought through this question: “Why do people not accept entire groups of the population, even can destroy them?” The main ideas of equality were presented in international legal acts of the UN. It should be noted that some of them are related to human rights and have affected the situation of children with developmental disabilities. This is: “Universal Declaration of Human rights” (1948), “Declaration of the rights of the child” (1959), “Convention on the rights of the child” (1989), “The World Declaration on the life, protection and development of children” (1990), “Standard rules for creating equal opportunities for people with disabilities” (1993) and, finally, the Declaration “on the development of dual education” adopted in Salamanca in 1994.

Requirements for inclusive education of children should be considered by empirical studies of socialization of each child [2].

Socialization – (lat. Socialis – the public) the process of getting a person’s social experience, mastering the system of social connections and relationships.

Inclusive learning is a process that involves all children, parents, educators, and the entire community. Inclusive learning makes each participant better, as each teaches values such as equality, patience, and perception [3].

Stages in the history of teaching children with special psychophysical characteristics.

The history of school education of children with special psychophysical characteristics can be divided into following stages:

The beginning of XX century – mid 60s – “medical model” – segregation

- Mid-60s-mid-80s – “stabilization model” - integration

- Mid-80s – present – “social sample” – add. Supporters of segregation consider it necessary to place a child with disabilities in a special educational or medical institution, separating them from “normal” children. There are two types of segregation:

1. Complete segregation- the child is enrolled in a special program at a special boarding school.

2. Partial segregation- the child is enrolled in a special program in a day special school.

The need for isolated training is due to the presence of medical model. The teachers and doctors in this area already liked it, because they thought that a child with disabilities dies in an ordinary society or it can harm his health. The following provisions served as the basis for the need for isolated training:

- A child in a certain group should be under the supervision of different specialists and should be

given more attention. This may not only be a student with disabilities, this rule applies to all distinctive children – a very physically capable child must have been trained in a special sport school, a musically gifted child – a music school, a child with mathematical abilities – in a math school. To study in a secondary school, a standard child had to be neither good nor bad;

- Lack of technical means and limited opportunities, inability of premises, the presence of a large number of students in a secondary school;

- Possible injuries during the game and communication;

- The absence of a system and methods of special education in the study of basic disciplines.

We do not exclude that supporters of segregation have made a certain contribution to the development of the training system and treatment methods. However, the idea of segregation does not correspond to modern knowledge of man. Any segregation, even it is not bad, is still a negative idea for the younger generation. Let’s not forget that the idea of segregation arises when there is inequality in the process of socialization of the child, people are divided into selected and excluded social groups, and the child belongs to a social group and that this provision gives him some rights or deprives him of some rights. In segregational education, the main thing was to teach the child not to differ from the General number, that is, in a society that attributed the individual to the educational process and in a society that plays the role, for him, he feels as comfortable as possible. Segregation tried to feed, dress, teach, but deprived the child of the right to choose. Today, the opening of such top schools as gymnasiums and lyceums, schools for gifted children is also the opposite side of segregation, where children with external success from well-of (affluent) families can fall into the state of a group that is excluded from society, are not ready for life’s difficulties and are exposed to the disarmament of society. If a school is intended only for children with special categories, it always remains segregated, even if it is rich and prosperous [4-8].

The definition of “Association” as “restoration, addition” or “uniting many individuals or groups into a social unity” reflects this concept as helping people with disabilities in general and explains it in a simple way as “co-education”. In accordance with a pedagogical point of view, it is of great importance to group this assistance by types, volumes and social areas in which the individual can be United. For sociological reasons, the combined areas are divided into industries such as:

- a) family,
- b) different types of pre-school education
- c) integration of the school,
- d) professional integration,

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e) integration of free time.

What is an Association?

Supporters of integration also divided children into groups, but called for children with disabilities to be placed in the regular collective of a secondary school. The parties to integration education believe that co-education reduces trust and difficulties in relationships between groups of children.

Union (lat. Integration-restoration, addition) – combining any parts or elements into one whole. There are three types of Association:

1. full integration-training of children with special educational needs in a small mass class without additional pedagogical support from special teachers or daily work with oligofreno -, Surdo -, tiflopedagogues, psychologists and additional classes.

2. partial integration. Thus classes, in which children are ID are included in ordinary school as “private classes” with the opportunity of attending some sessions with other children, for example, at physical training classes, or attend classes with other student of the school.

3. preventive Association. At the same time, children who do not have special needs are placed in a special primary school or a special kindergarten. This will allow children with disabilities to enter into social relationships without being tormented by role and status distrust [9].

Scientific research has proved that unification is a successful process. The Association should be informal and social. In accordance with the pedagogical point of view, when formally uniting a person with disabilities joins a society, functionally connects with its other members to achieve a certain goal, while not providing for their connection with others and inclusion in the opinion of others. The student belongs to the class Association in absentia and participates in the educational process of the group, but when playing and communicating there is a formal Association in the school environment, when he is not perceived as a partner. This example can lead to a combined child in kindergarten. In early 70s, integration was carried out formally because of the child stabilization model developed by Scandinavian educators. Based on the concept of “stabilization”, the following provisions were made:

- child with disabilities-developing, able to master various activities;

- Society must recognize this and ensure living conditions that are as close to normal as possible. Implementation of the “stabilization” model:

- Infringement of society in order to change its relations, this happened in order to protect the rights and interests of children;

- Leads the child to encourage learning and mobilize efforts.

- Social integration implies the full cooperation of all participants. The main integration value lies in

trusting interests and reciprocal relationships. Students with disabilities are not always able to walk without it, not only in the team, but also in the team, during play, study and work. Social integration is a new pedagogical model- a possible result of inclusion. The “add template” is based on the following rule:

- A person should not be “ready” to participate in family life, study, or work at school.

In the spotlight:

- Autonomy;
- Involvement in social activities;
- Creating a social communication system;
- perception.

Consequences of introducing a connection model:

- developing the child’s abilities;
- recognition that normal development is not “the rule” ;

- reimbursement of special needs;
- creating a support system;
- functional attitude to treatment and training;
- participation of parents in the treatment and training.

Thus, inclusive education is primarily based on social education. It takes into account all the achievements and work to unite students, developed a pedagogical system for adaptation, socialization, training not only children in the DCS, but also the team as a whole.

Inclusion and Association are different concepts, but they are related to each other. Inclusive education is not possible without integration, since first of all it is necessary to place a child in a pre-school or kindergarten, but integration can only be social using the inclusive model [10-12].

Inclusive (integrated) education is a term used to describe the process of teaching children with special educational needs in secondary schools. Inclusive education is an extensive process of social integration that provides for access to education for all people and the development of General education in connection with adaptation to the different needs of all children.

In international practice (UNESCO), the term “integrated education”, which characterizes this process, has been replaced by the term “inclusive education” (integration-inclusion). Inclusive education is an approach to developing a methodology aimed at children and recognizing that all children have different learning needs. Inclusive education seeks to develop an approach to teaching and learning that is convenient to meet different learning needs. If inclusive education is more effective as a result of the changes that have been made, then all children (not just children with special needs) are successful. Inclusion – the desire to assure students with disabilities of their abilities, thereby motivating them to study at school together with other

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children: friends and neighbors. Children with special educational needs do not need special communication and support, but also need to develop their abilities and achieve success in school. Inclusion helps to realize such aspirations not only for children with developmental disabilities, but also for children who differ from the majority. These are children who speak other languages, belong to a different culture, whose lifestyle differs from each other, children with different interests and learning abilities. Education in inclusive schools will enable all children to be educated about human rights, which in turn will reduce discrimination and inequality. An inclusive school is a school based on respect for the child and embracing all children, with mandatory child-friendly relations.

Inclusive school:

- Considers cultural diversity as a new reality. A modern school be prepared to teach children from different ethnic groups and cultures, who speak different languages, have different social and economic status, and have different abilities, interests, and educational goals. Thus, the school should not be limited to a single curriculum and a single method for teaching all children. Students must master the General education plan, but everyone must have access to it in a separate way and sometimes with different achievements.

- Provides access to knowledge, skills, and information. This access increases opportunities, giving each student greater freedom of choice. This principle is the main goal of education, therefore, all activities of an inclusive school are subject to this principle and its support in the activities of students, their families, teachers and those involved to the process.

- Follows the individualization of the learning process. Children are taught in different schools. The task of the teacher is to help students (children and young people) understand various phenomena, get life experience. Teachers use different methods and techniques, but combine their independence of the learning process in accordance with individual needs, abilities, goals and methods of training. An inclusive school always allows students to get high results and improve their knowledge.

- Involves the cooperation of specialists in different areas. No teacher can teach many different children on their own: they need help from colleagues. With the joint work of specialists in different areas, they can develop each child in a variety of ways.

- Considers cooperation with families, state and public organization. The school is not able to solve all problems alone. Cooperation with various organizations to provide students with medical and social services is very important for the school. An additional source of funding can be the involvement of all stakeholders in the school's activities. This

increases the effectiveness of training for each student.

- "Flexibility" of the school structure. The state of the school must be adapted to the needs of teachers and students. A good school also requires a partnership. Students' families, society, scientists, and government officials must address issues and work together to improve the learning environment. New curricula, school teams, teams from different ages of participants, and similar innovations make the school system more flexible.

- The expectation of the achievement of the learning. Teachers should trust each student and correctly assess their abilities and talent. Every child is expected to achieve and succeed regardless of their nationality, culture, language, gender, ability, or marital status. In an inclusive school, children learn and use their knowledge in the future. Theatrical performances, conferences, round tables, exhibitions and other activities provided by the educational program are innovative and have proven themselves well in teaching children in such a school.

- Development of the school system. The school must collect and use information to improve its performance. Families of students also need information about their children's education. Teachers need information that will help make the learning process effective.

- Promotes the creation of a society. An inclusive school is very important because it contributes to academic success. We should not underestimate the importance of such a school: it adheres to the philosophy of "perception of each child and flexible learning methods", which is necessary for society. Children and teenagers spend only a small part of their lives in school. However, after the family, school has a significant impact on the formation of students as individuals from those who go to school for the rest of their lives. Thus, the influence of parents and the school continues throughout life. An inclusive school will help to form a society in which the individuality of each member is evaluated and each person can receive.

In schools where inclusion is introduced and results are positive, various forms of educational process organization are used. In accordance with this, the tutor can perform three different organizational tasks that are not similar to each other [12-16]:

- 1) Tutor – an individual accompanying a student with special needs. According to the experts on the introduction of inclusion in schools in Russia, today the situation when the teacher of an inclusive class is not a specialist in the field of child development disorders, and the tutor, on the contrary, has the appropriate special education, corresponds it really. In this case, the tutor takes on the functions of a specialist skillfully and accurately organizes the educational process for the ward, helps the teacher to adapt to the

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needs of a student with special needs, without reducing the quality of knowledge to the entire class.

For example the tutor may agree with the teacher about what time to bring a student with special needs to the Board. During the lesson, the children take turn on the Board, and the tutor “meets the teacher” when his ward is ready to go to the Board. At the same time, the teacher gives easier tasks. In this way, the child gets the experience of a successful response in front of the class.

You may need the help of a tutor when adapting the curriculum, depending on the capabilities of a student with developmental disabilities. In case, the tutor monitors what the teacher says and transmits the material to the extent and at the level that can be understood by the ward. At the same time, the child is in the classroom, listening to both teacher and the students’ answers, but performs tasks as necessary. The process of student activity is controlled by the tutor.

Next, the tutor can tell how many words the student needs to write on the Board when moving from one task to another, give him direction, at what time to raise his hands and answer what question the teacher asks. In this way, the tutor monitors the students’ learning, gradually increases their knowledge, and adapts the child to learning in the classroom.

2) Tutor – teacher’s assistant. In this case, the workload performs a teacher and tutor in organisational raises notebook all students, while performing the task the teacher will establish classroom discipline and acts as his assistant. At this time, the teacher pays attention to the child who is under the tutor’s care. Is the teacher wants the most leadership approach in teaching a student with developmental disabilities, and the tutor does not have special knowledge (defectology, special or clinical psychology, etc.), then the best opinion in such a pair is that the teacher can help the teacher implement ideas related to teaching a child with developmental disabilities.

3) Tutor is the second teacher in the class. This approach is widely used in American schools. Since the recognition of the child himself unable to learn is a violation of his rights in the class, which enrolls a child with special needs, two teachers, which in turn help to train all children, but more help the child with special needs.

For example, the General management of lessons in an inclusive class can be carried out by one teacher, and the second (conditional tutor) can check the homework of all students, monitor the progress of individual work of each of them, as well as the work of a student with developmental disabilities. When the main teacher explains new material, the second teacher is next to his ward.

The teacher and the tutor become one team. Here we must remember that the teacher must be in the student’s mind as a leader.

Main stages of personal support:

- Collecting information about the child;
- Analysis of the received information;
- Elaboration of recommendations working together with other people;
- Preparation of the IPW (individual plan of work with the child) ;
- Completing tasks
- Further analysis of the child’s development status, development of the strategy for the upcoming period [17].

The first stage of communication stage.

The first stage includes receiving and application for support. The decision on the need for support can be made at the request of parents (legal representatives) of a child with Health with disabilities and/or on the basis of the conclusion of the psychological-medical-pedagogical Commission (PMPC). An important parameter of tutor support is accessibility, information, temporary and territorial access.

At the first stage, the tutor gets acquainted with the results of the child’s diagnosis carried out by specialists, the child’s medical record, and the approved educational course. he meets with specialists and representatives of the PMPC to get recommendations. After receiving General information, the tutor gets acquainted with the child and his family, knows about the characteristics, Hobbies, strengths and weaknesses of the ward. Gradually, communication begins to improve [18-22].

At this stage, the child must be informed in advance of place of classes, their place of work, and common areas.

If the school does not have an inclusion coordinator, it is necessary to hold preliminary meetings with parents, students, and teaching staff to explain and inform the tutor, prepare for visiting a child with Health Disabilities (HD), and create a social interest in inclusive education for all participants. This can be a conversation at a parent-teacher meeting, showing films about children with Health Disabilities, or about inclusive education. In the organization of school life, it is important to stimulate the activity of children in the classroom [23-25].

Period of adaptation

At this stage, there is a daily, systematic work of the tutor and the student to enter the educational process and social life of the school, the gradual inclusion of the child in the educational and extracurricular conditions. Adaptation refers to the needs of a child with HD:

- the school premises;
- agenda;
- training programs;

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- development of methodological manuals.

Terms of adaptation of children in school are special independent and depend on a special type of development. They vary for about a few months, and children with autism can be 1-1.5 years old. Significantly reduce the time of adaptation of children who attend pre-school kindergarten before school, centers of psychological correctional support, etc.

At this stage, the tutor is aware of the parts and features of the tasks facing the child with HD, and the possible possibilities of their implementation, determines the positive and negative factors affecting the situation.

Assistance and evaluation of first results.

After learning in a new environment, if the child receives constant positive emotional support, the DMSH child goes to a new stage, characterized by a decrease in anxiety and anxiety. Tutor sociology and move into the field of correctional and developmental training. It is important to keep the child motivated and let them feel their achievements. Primary results are analyzed and evaluated.

At each stage, the tutor monitors and informs parents and all participants in the educational process about the process of learning and socialization of the child, if necessary, organizes consultations of the child with specialists, and establishes communication with specialists of other organizations working with a child with Health disabilities (HD) who is attending school [26-29].

The final stage_ – gradual withdrawal of the chaperone from the role of tutor, providing the child with maximum independence in learning with an extended assessment in the future. The criterion for its effectiveness is whether the tutor leaves the system or reduces its influence.

Maintaining documentation.

The following documentation is provided for the successful operation of the tutor:

- Expert recommendations for working with a child with HD;

- Dairy of child observation.

A dairy is a form of reporting that allows you to record observations and track the dynamics of a child's development.

To achieve this goal an inclusive school teacher must perform the following tasks:

1. Creating conditions for the development of the educational program by all students of an inclusive class:

- application of modern technologies, methods and forms of organization of educational work that meet the capabilities and needs of students;

- adaptation of the content of educational material, distribution of needs and sufficiency in the development of a child with disabilities;

- adaptation or development of existing educational and didactic materials for children with disabilities of various categories;

2. Creating conditions for children with disabilities to adapt to their peers and school associations:

- The organization of lessons, extra-curricular activities with interactive activities for children;

- organization of extracurricular activities aimed at revealing the creative potential of each child, the realization of his self-expression, the need to participate in the life of the class, school;

- use of methods for evaluating educational achievements, results of educational and extracurricular activities of children in accordance with their capabilities.

In the context of inclusive education for children with disabilities, the curriculum is the focus of attention of all those involved in the educational process, as it is a document that defines the tactics of organizing training and psychological and pedagogical support.

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