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**АДАПТАЦИОННЫЙ ПОТЕНЦИАЛ РЕБЕНКА ДОШКОЛЬНОГО ВОЗРАСТА
С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ**

Аннотация. Настоящая статья посвящена актуальной проблеме – адаптационному потенциалу ребенка дошкольного возраста с особыми образовательными потребностями на момент поступления его в дошкольную образовательную организацию. В статье проведен теоретический обзор понятия «адаптационные потенциал». Приведен теоретический анализ методологических подходов к условиям развития адаптационного потенциала ребенка с особыми образовательными потребностями. Исходя из результатов анализа, соавторы дают определение понятия «личностный адаптационный потенциал ребенка с особыми образовательными потребностями» и выдвигают ряд психолого-педагогических условий для его развития.

Ключевые слова: личностный адаптационный потенциал, ребенок с особыми образовательными потребностями, инклюзивное образование, психолого-педагогические условия

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ADAPTATION POTENTIAL OF A PRESCHOOL CHILD WITH SPECIAL EDUCATIONAL NEEDS

Abstract. This article is devoted to the actual problem of the adaptive potential of a preschool child with special educational needs at the time he enters the preschool educational organization. The article provides a theoretical review of the concept of “adaptive potential”. A theoretical analysis of methodological approaches to the conditions of development of the adaptive potential of a child with special educational needs is given. Based on the results of the analysis, the co-authors define the concept of “personal adaptive potential of a child with special educational needs” and put forward a number of psychological and pedagogical conditions for its development.

Keywords: personal adaptive potential, a child with special educational needs, inclusive education, psychological and pedagogical conditions

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Today one of the current problems of pedagogy and psychology is the problem of studying the characteristics of the child’s adaptation to the conditions of a preschool educational institution in order to determine the factors and conditions that contribute to and impede the adaptation of a preschool child to kindergarten. S.S. Yanushenko’s research showed that only 18.2% of children are ready to attend preschool, 6% are not ready, 75.8% are conditionally ready. In this regard, the process of getting used to the preschool institution is not always successful and is accompanied by diseases of children. Moreover, the process of adaptation to a preschool educational institution is very important for the development of the psyche of the child, it affects, in particular, the health of the child [1].

Of particular importance is this problem for preschool children with special educational needs, their parents, teachers who are faced with the problem of maladaptation of children. Adaptation is inevitable in those situations where there are contradictions between the child’s capabilities and the requirements of the educational environment, since an increase in the educational load threatens the child’s diseases and emotional stress.

According to UNESCO at present, more than two million Russian children have features in physical and psychological development. Of these, according to the Ministry of Labor and Social Protection, the number of disabled children amounted to 651 thousand in January 2018 [2]. Every year, the number of students in these categories increases. So

in 2016, in educational institutions implementing educational programs of preschool education, the number of pupils with special educational needs amounted to 403.7 thousand people and 66.1 thousand children with disabilities, already in 2018 – 405.5 thousand. Moreover, the number of special (correctional) classes and groups is reduced. According to monitoring data, in modern Russia, the state of children's health indicates that already at the preschool stage the number of practically healthy children does not exceed 10%, a significant part of the examined children (70%) have multiple functional disorders [3; 4].

In addition, one of the current trends in the Russian educational policy is the implementation of inclusive education ideas that require education, taking into account the variety of special educational needs of children. This is due to the fact that the realization of the right to education is one of the fundamental human rights, including for persons with disabilities [5].

Various aspects of the problem of inclusive education are the focus of many authors. However, it should be noted that studies on the development of personal adaptive potential of a child with special educational needs in conditions of inclusive education for a preschool educational organization and organizational and pedagogical conditions that affect the effectiveness of personal development in conditions of inclusion are not well understood.

Thus, the need and relevance of assessing and developing the personal adaptive potential of a child with special educational needs is due to several circumstances:

- the expansion of the problem field for the adaptation of children with special educational needs;
- the expanding the space of social adaptation;
- the changes in policies for children with special educational needs;
- the needs to use additional resources.

In scientific sources, the adaptive potential of a person is characterized as: the body's ability to maintain the necessary compensatory and protective properties, a certain level of functional reserves and optimal ability to adapt to the conditions of the external and internal environment [6]; psychological characteristics essential for the regulation of mental activity and the adaptation process [7]; basic integral characteristic of personality maturity [8]; a measure of overcoming the personality of circumstances and oneself [9]; the ability of a person under the influence of environmental conditions causing changes in the body to structural and level modifications of qualities and properties [10]; an integral variable that determines the effectiveness of mental adaptation of a person [11]; a set of individual psychological characteristics, the level of which determines the probability of successful adaptation to environmental factors [12].

The above definitions show that a number of authors characterize the adaptive potential as an integral concept of personality. Systems, methods of use and transformation of adaptation resources, their quantitative and qualitative components are important components of the adaptation potential. They serve as a link between human capabilities and abilities and their actual implementation in the target adaptation process.

A number of authors believe that the practical implementation of the ideas of developing the personal adaptive potential of a child with special educational needs involves the creation of an inclusive culture of the educational organization, which is associated with the adoption by the subjects of education of the values of inclusion, understanding the need to support individuality, realizing the need for the development of each child, regardless of its current capabilities [13]. Inclusive culture, according to T. Booth, is "the basis of ongoing reforms and changes <...> promotes the creation of a safe,

tolerant community that shares the ideas of cooperation, stimulates the development of all its participants <...>, changes the policy and practice of education and training” [14, p. 16]. V.V. Khitryuk in his research insists that inclusive culture in the aspect of professional pedagogical activity is a component of professional pedagogical culture. Also, by some authors, the concept of “inclusive culture” is defined as “integrative personal quality that contributes to the creation and development of the values and technologies of inclusive education, integrates a system of knowledge, skills, social, personal and professional competencies that allow the teacher to work effectively in conditions of inclusive education” [15, p. 81]. It should be noted that the researchers noted that “... fundamentally important for the development of an inclusive culture is the activity of children with special educational needs and their parents in taking responsibility for the conditions and results of learning” [16, p. 56].

From the point of view of a number of authors, the development of the personal adaptive potential of a child with special educational needs is a natural process of development of the general education system [17; 18; 19; etc.]. So, according to Yu.V. Shumilov’s approach, the essence of inclusive education as a system of general education is “... the accessibility of education for all, in terms of adaptation to the different needs of all children, which ensures access to education for children with disabilities” [20, p. 10].

Some researchers consider inclusive education in general, and the development of the personal adaptive potential of a child with special educational needs, in particular, as a regular process of developing a special education system and bringing it closer to general education [5; 21; 22; etc.]. So, for example, D.S. Vedikhova writes that “three paths of development of special education are visible in Russia: differentiation, integration, and inclusion, new to Russian education” [23]. E.V. Kovalev and M.S. Staroverova also adhere to the point of view that “inclusive learning is a logical continuation of the ideas of integrative learning, which preceded the inclusion of chronologically, ideologically and technologically” [24, p. 27].

We agree with the opinion of E.G. Samartseva, which defines inclusive education as “a targeted process of training, education and development of children with special educational needs, together with normatively developing children within a single educational space” [25, p. 8]. A close point of view is presented by N.P. Artyushenko, according to which inclusive education of children is “specially organized interaction of teachers with ordinary children and children with disabilities in the space of a general educational institution” [26, p. 13.]. Such interaction involves the use of both organizational conditions and comprehensive diagnostics, the phased inclusion of children in an educational organization, as well as pedagogical conditions for training, including the creation of an adaptive educational environment, psychological and medical-pedagogical support in the educational activities of all participants in educational activities.

By the personal adaptive potential of a child with special educational needs, we mean “the totality of relevant opportunities, abilities and skills of children, such as: level of cognitive development; level of speech development; level of social and communicative development; level of emotional development; parameters of the readiness of a child to go to a preschool educational institution” [27, p. 208].

So, inclusive education is aimed, first of all, at overcoming the discrepancy between the level set by the basic educational programs of the preschool educational organization and the real opportunities of each student, including those with special educational needs. At the same time, the system of preschool education includes federal state educational standards of preschool education, which in turn are also aimed at solving the problem of ensuring equal opportunities for the full development of each child during preschool childhood, regardless of psycho-physiological and other features (including

limited opportunities health). The requirements of the Russian Federal educational standard of preschool education to the results of mastering the main educational program are shown in the form of target guidelines for preschool education, which are the socio-normative age characteristics of the child's possible achievements at the stage of completion of the level of preschool education. Moreover, the targets of preschool education are determined independently of the forms of implementation of the Program, as well as its nature, characteristics of the development of children and the organization that implements the program [28].

We believe that the adaptive potential of a child with special educational needs for a preschool educational organization in the context of inclusive education will increase if adaptation is carried out subject to the following psychological and pedagogical conditions:

- the conducting a comprehensive assessment of the personal adaptive potential of a child with special educational needs in order to build an individual educational route – a personal way to realize the personal potential of the pupil in education;
- the providing a comfortable developing environment for a child with special educational needs in a group of normatively developing peers;
- the phased inclusion of children with special educational needs in a preschool educational organization, taking into account the assessment of its adaptation potential, if necessary, the correction of an individual educational route until the completion of the adaptation process to a preschool educational organization.

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