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SOCIAL AND PSYCHOLOGICAL RESOURCES OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (DIAGNOSTIC CONTEXT IN BULGARIA AND RUSSIA)

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Background. *The paper describes ways of diagnosing social and psychological resources of children with special needs. The authors propose to study the diagnostic capabilities of socialization of children with special needs as a unique integrative tool in the work of specialists getting in touch with children with special needs (inclusive education, special education). Two aspects of diagnostics of socialization of preschool children with special needs in Bulgaria and Russia who are provided with inclusive education according to official procedures are considered.*

The research hypothesis is the assumption of inclusion of multiple characteristics of socialization of preschool children, which can serve as resources for successful social adaptation of children with special needs.

The purpose of the study is to structure the review based on the grouping of parameters related to the characteristics of adaptive socialization resources in the context of meeting special needs.

Methodology. *The study was carried out in accordance with the theoretical and methodological principles of psychology and pedagogy and the special methodology of psychological science (the principle of personal approach), the following methods were used (analysis; synthesis; abstraction and specification; comparison and generalization; method of induction and deduction, method of analogies; modeling).*

The results are based on introductory studies of official recommendations for research on socialization of children with special needs in earlier studies conducted in both countries. It is shown that most of the target socialization scales are the same and are reflected in the predictive research

procedure. In addition, it has been proven that in Bulgaria the scales are more substantive about the child's conditions and developmental situation, while in Russia they refer to the child's personal and socio-psychological indicators. In Bulgaria, there is no tendency to emphasize the functions of socialization areas, while in Russia, a number of diagnostic tests emphasize the socialization areas of the preschool child with special needs.

Practical implications. *This Russian peculiarity allows us to refer to the method of prediction level measurement as an integral and unique tool which includes socialization parameters through refraction of personal characteristics of a child with special needs in various spheres of his/her relations (parents, adults, peers) and ways of organization of activity (organized and free), i.e. conditions of social development. In conclusion, in both countries it is necessary to redirect diagnostic methods to more integrative methods of work. In Bulgaria, more attention needs to be paid to comprehensiveness, and in Russia, the specificity of developmental disorders must be monitored.*

Keywords: *special educational needs; diagnosis; children; socialization; Bulgaria; Russia*

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Научная статья | Общая психология, психология личности, история психологии

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ РЕСУРСЫ ДЕТЕЙ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ (ДИАГНОСТИЧЕСКИЙ КОНТЕКСТ В БОЛГАРИИ И РОССИИ)

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Обоснование. *В статье анализируются способы диагностики социально-психологических ресурсов детей с особыми потребностями. Авторы предлагают изучить возможности диагностики*

социализации детей с особыми потребностями как уникальный интегративный инструмент в работе специалистов, работающих с детьми с особыми потребностями (инклюзивное образование, специальное образование). Рассматриваются два аспекта диагностики социализации дошкольников с особыми потребностями в Болгарии и России, которым в соответствии с официальными процедурами предоставляется инклюзивное образование.

В качестве исследовательской гипотезы выступает предположение о включенности множества характеристик социализации детей дошкольного возраста, которые могут служить ресурсами для успешной социальной адаптации детей с особыми потребностями.

Цель исследования – структурирование обзора на основе группировки параметров, связанных с характеристиками адаптивных ресурсов социализации в условиях удовлетворения особых потребностей.

Методы и методология исследования. Исследование проводилось в соответствии с теоретико-методологическими принципами психологии и педагогики и специальной методологии психологической науки (принцип личностного подхода), были использованы методы: теоретические (анализ; синтез; абстрагирование и конкретизация; сравнение и обобщение; метод индукции и дедукции, метод аналогий; моделирование).

Результаты основаны на ознакомительных исследованиях официальных рекомендаций по изучению социализации детей с особыми потребностями в более ранних исследованиях, проведенных в указанных странах. Анализ показал, что большинство целевых показателей-шкал социализации совпадают и отражены в процедуре исследования прогнозирования. Кроме того, был получен вывод о том, что в Болгарии шкалы более предметно относятся к условиям и ситуации развития ребенка, а в России – к личностным и социально-психологическим показателям ребенка. В Болгарии нет тенденции выделения функций направлений социализации, в России же в ряде диагностических тестов происходит выделение именно по направлениям социализации ребенка дошкольного возраста.

Область применения результатов. Данная российская особенность позволяет обращаться к методике измерения уровня прогнозирования особенностей социализации детей как к интегральному и уникальному инструменту, включающему в себя параметры социализации через преломление личностных характеристик ребёнка с особыми потребностями в различных сферах его отношений (родители, взрослые, сверстники) и способах организации деятельности (организованной и свободной), то есть условий социального развития. В заключение следует отметить, что научным сообществам обеих стран следует к диагностическим методам работы добавить более интегративные. Исследователям из Болгарии стоит уделять больше внимания изучению комплексности, а ученым из России – специфичности нарушений в развитии.

Ключевые слова: особые образовательные потребности; дети; диагностика; социализация; Болгария; Россия

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Introduction

Socialization is the process by which individuals learn and adopt the norms, values, beliefs, and behaviors of their society or culture. Diagnostic contexts refer to the factors that influence the identification and diagnosis of disabilities in children (Akhmetzyanova, Krotova, 2019; Eyubova, 2022; Pitten, Markova, Krishler, Krolak-Swerdt, 2018). In the conditions of economic, political, and socio-cultural transformations, society's desire to develop the socialization of children with special needs is most in demand. Numerous psychological and pedagogical studies show that children with special needs are a risk group for socialization. Typical difficulties in their socialization have been identified, i.e., difficulties in building relationships with their significant adults and peers; insufficient understanding and compliance with social rules and norms;

difficulties in organizing their activities; little variation in adequate ways of behavior in significant situations of life activities; inability to assess the consequences of their actions and behavior of others.

When considering the socialization of children in inclusive education, it is important to consider the diagnostic contexts that may affect their educational experiences. Children with disabilities require specialized assessments or evaluations to diagnose their condition and determine appropriate educational interventions.

The current study discusses the practices of evaluation of special educational needs in Bulgaria and Russia and provides valuable insights into the socialization experiences of children with special needs.

The existence of a large number of studies of aspects of socialization dictates the need to form a complete picture of prediction in the space of socialization in preschool age as a multidimensional platform to assess the psychological nature of disorders of a child with special needs in his/her relations with the world, with peers and adults in free and organized activities. Predictive categories play an increasing role in the socialization of a child with special needs and become a key dimension of the specifics of his or her development. Situational-events spheres of forecasting relations: “child – parent”, “child – adult”, “child – child” at preschool age, along with functional (regulatory, cognitive, speech-communicative) and structural (predicting actions, predicting statements, predicting emotions) components of forecasting, are becoming increasingly important measures of the nature of socialization in developmental disabilities (Akhmetzyanova, Artemyeva, 2020).

Purpose and objectives of the study

The purpose of the study is to examine the diagnostic contexts of socialization in the prognosis of children with special needs in Bulgaria and Russia, identifying the integrative parameters of prognosis.

Literature review

Preschool age is an important stage for the psychological development of a child. At this age, it is important to foster adequate interaction with peers, since all human life is built on interpersonal relationships.

Socialization of children in today's world, is an urgent issue. And the main factor in this issue is successful interaction with other people. The ability to organize interaction with a peer, with an adult, positively affects social experience. Based on a theoretical analysis of psychological and pedagogical literature, foreign and domestic research (Golovanova, 2004) the concept of socialization is understood as a process of assimilation of social rules and norms accepted in society by a person, and as a two-way process aimed at active interaction with other people. During diagnostics of socialization of children with special needs in most cases it is recommended to apply diagnostics which includes significant directions of socialization: cognitive – that is the formation of social norms and rules in children; emotional and evaluative – that is the formation of children's idea of social emotions; and behavioral – that is the ability to apply and observe norms and rules of behavior (Morozova, 2022).

Despite the relative abundance of works in this field, it is difficult to find an integrative concept that takes into account all aspects in socialization of a child with special needs in the spheres of his or her relations with psychological processes of his or her social development. However, the connection of prediction with the nature and specificity of socialization in the development of a child with special needs reveals the psychological structure of attributes (criteria) of prediction in the socialization of a child with special needs (Akhmetzyanova, Artemyeva, 2020). To date, predictive abilities have been studied in organic disorders (Skidanenko, 2005), movement disorders in children (Bernstein, 1991), the specificity of social anticipatory models of images of children with developmental disorders (Viktorova, 2015, Peresleni, 1982). In the works by L.A. Regush and E.A. Sergienko there is the distinguish of regulatory, cognitive, communicative functions of anticipation is made (Regush, 2003, Sergienko, 1997).

Methodology

This study examines the diagnosis of the socialization of children with special needs according to the official decision in the preschool education system (Ministry of Education and Science in Bulgaria on the In-

clusive Education page (<https://www.mon.bg/bg/100379>), Federal State Educational Standard of Preschool Education (approved by Order of the Ministry of Education and Science of the Russian Federation No. 1155 of October 17, 2013) – that is children aged 3 to 7 years inclusive. These data include national education policy documents, education statistics, and relevant studies concerning both countries. Educational policy documents are listed in the list of references made. There is no recognized gap between the principles of ensuring the socialization of children with special needs described in policy documents and the practical implementation of meeting the special needs of inclusive education. Therefore, we also use official statistics from both countries. Relevant information on the most common ways of diagnosing socialization is collected in slightly different ways in Bulgaria and Russia, which ensures validity and reliability. Thus, we also use relevant studies that help shed some light on the data we analyze.

Results on Bulgaria

The current state educational standard for inclusive education in Bulgaria was regulated in 2017 through the Ordinance on Inclusive Education.

The preferred term in the Ordinance on Inclusive Education is evaluation rather than diagnosis and refers to early assessment of personal development support needs in pre-school and school education. One of the main tasks of early assessment is related to clarifying the current level of development of the examined child or student, and also to identify the risk of learning difficulties.

According to the Bulgarian law the assessment of the individual needs of children and students, for whom there are indications that they have special educational needs, is carried out within three months from the beginning of the school year, and the duration of the assessment is at least two weeks.

The assessment of the individual needs of a child or student is a process of collecting and analyzing specific information about his/her functioning, i.e., his/her strengths, difficulties, potential for optimal development, participation in the educational process, opportunities for realization. The evaluation is carried out by a support team of special-

ists which members are approved by the director of the kindergarten or school for a specific child or student.

The support team includes a psychologist, a speech therapist, a resource teacher, a hearing and speech rehabilitator or a teacher of children and students with impaired vision for children and students with impaired hearing or with impaired vision, as well as the teachers in the kindergarten group / the class teachers.

The multidisciplinary team enables assessment in the following areas:

- cognitive development;
- communication skills;
- social skills;
- physical development;
- adaptive behavior;
- family functioning.

The Ministry of Education and Science in Bulgaria has specially developed complex methodologies for functional assessment, such as:

- Methodology for assessing the educational needs of children and students;
- Methodology for functional assessment and working with children with mental retardation and the autistic spectrum disorders;
- Methodology for assessing individual needs of children and students with multiple disabilities;
- Methodology for verbal and non-verbal assessment of communication.

These methodologies are with open access on the website of the Ministry of Education and Science in Bulgaria on the Inclusive Education page. When assessing the individual needs of children and students, the team's specialists use also some specialized tools adapted to Bulgarian conditions, pointed out in the Ordinance on Inclusive Education:

- Developmental Profile-3 (DP-3) – Child Development Rating Scale
- Wechsler Intelligence Scale for Children – IV Edition (WISC IV)
- Conners Attention Deficit and Hyperactivity Disorder Rating Scale Third Edition (Conners 3)

These specialized tools require prior training and could be used by psychologists, special education teachers and speech pathologists. Description of the main tools for assessment of special educational needs in Bulgaria:

- The Developmental Profile-3 or DP-3 is one of the most frequently applied tools for assessment of child development, used by the support teams of regional centers of inclusive education in Bulgaria. The Developmental Profile-3 (DP-3) is a rating scale for assessing child development in five key functional areas – physical development, adaptive behavior, social-emotional development, cognitive development and communication. The DP-3 enables a quick and economical assessment of the typical development of children and identifying a delay in one or more of the assessed areas. The DP-3 is designed to assess the development of children from birth to 12 years and 11 months. DP-3's efficiency is well documented in a number of scientific studies (Glascoe & Byrne, 1993; Jane Jung-Ae Hur, 1997). The results of the five functional scales form the general index of development, which is mapped to different ranges of interpretation. Based on these results, it is possible to perform periodic testing and to monitor the progress or the effect of educational interventions applied. An additional advantage in the process of assessment, identification and referral of children with special educational support is the possibility to identify gifted children who may also need an individual approach in the learning process. DP-3 results can be directly used not only to assess, identify and refer for special educational support, but also to plan educational strategies based on which functional area skills need to be supported.
- The Wechsler Intelligence Scale for Children - IV Edition (WISC IV) has established itself as the “gold standard” in assessing intellectual functioning (Wechsler, 1949). WISC IV is used to assess cognitive development; assessment of intellectual potentials or deficits (mental retardation); identification of special educational needs (by comparing test scores with school achievement); iden-

tification of particularly talented children; identification of developmental dyslexia (by comparing test scores with school grades or language proficiency test scores); differential diagnosis (when diagnosing ADHD, autism spectrum disorders, etc.). Core scales in the WISC-IV are verbal comprehension; visual thinking; working memory; information processing speed; general intelligence.

- The Conners 3 is a rating scale for assessing ADHD – Attention Deficit Hyperactivity Disorder (Kao & Thomas, 2010). Along with this, it assesses oppositional, defiant and disruptive behavior disorders. Conners 3 is intended for children from 6 to 18 years of age and was developed in accordance with the American standard IDEA (The Individuals with Disabilities Education Act) for identifying children with special educational needs (Lipkin et al., 2015). The administration of the questionnaire requires the collection of information from several sources - parent/s, teacher/s, and if the child is over 8 years old, the self-assessment form must be completed. Conners 3 can successfully be used for screening and diagnosis of suspected hyperactivity and/or attention deficit; ADHD combined type disorder; conduct disorder and oppositional defiant disorder.

The assessment of special educational needs of children and students is carried out individually by each specialist from the support team, taking into account the child's or student's strengths and opportunities to participate in the educational process. All assessments during the evaluation are carried out according to the Assessment Card for the individual needs of the child or student. Each specialist of the team fills in a part of the Assessment Card corresponding to his competence, after mutual agreement between the specialists is formed a general opinion on the child's functioning and on the necessary additional educational support. The parent declares written informed consent or disagreement with the final evaluation and proposed forms of educational support in the Assessment Card. When assessing individual educational needs, the educational and personal achievements of the child or student, as well as the current social and emotional development, are taken into account. If

necessary, information is collected from social service providers or from health services that the child or family use. The team carrying out the evaluation complies with the code of ethics for working with children of the relevant educational institution, takes into account the opinion of the parent, if possible, also of the child or student, and guarantees access to information of the parent during all stages of the evaluation process.

Results on Russia

The study of diagnostic indicators of socialization in preschool children was conducted on the basis of the selected criteria of socialization, which allow to judge the difficulties of this process in children with special needs. Thanks to the analysis of theoretical and empirical research for each direction of socialization appropriate diagnostic techniques were selected. They included socialization directions: behavioral – ability to apply and observe norms and rules of behavior, cognitive – formation of children’s social norms and rules; emotional and evaluative – formation of children’s idea of social emotions (Morozova, 2022).

- “Following social norms of behavior and rules” as a criterion of successful socialization is highlighted by many Russian scientists. The researchers have developed a technique capable of determining cultural congruence, an indicator of a preschooler’s compliance with the rules in a normative situation that must be learned at his or her age (Bayanova, 2017). Significant factors of cultural congruence of a preschool child are: “Obedience, compliance with expectations of the adult”, “Safety”, “Self-care, hygiene” and “Self-control” (a block of normative behavior in socialization study).
- “The method of expert evaluation of a child’s communicative behavior” (by N.E. Veraksa). The Federal State Educational Standard for Preschool Education - 2013 sets significant targets for social development at the end of preschool education. They include: ability to take into account norms and rules of behavior accepted in the society; ability to apply them in different kinds of activity, in communication with significant adults and peers; observance

of hygiene rules, ability to play and follow game rules; ability to obey norms, adjust to them; ability to use speech for communication, expression of thoughts, wishes, needs, feelings; ability to agree with others, considering their interests and feelings; ability to empathize with others, display their feelings and resolve conflicts. The study of these socialization indicators in preschool children with special needs is carried out with the help of scales: “Understanding of tasks”, “Understanding of peer states”, “Attitude towards an adult”, “Attitude towards a peer” (a behavior understanding block in the socialization study).

- “Emotional faces” (by N.Ya. Semago). The Federal State Educational Standard of Preschool Education offers the ability to describe and recognize emotions and emotional experiences and empathy among the criteria of positive socialization (Semago, 2005). M.I. Lisina presented parameters for the study of the communicative development of preschool children – the level of development of social and emotional intelligence and the level of empathy development (Lisina, 2014), that is, the development of social and emotional intelligence, emotional responsiveness, empathy, the ability to use facial expression, pantomimic and voice in communication, education of a friendly attitude toward peers, because the emotional life of the child is rich and intense and without it the interaction of the older preschool children is impossible. Everything that a preschooler gets involved in should have a bright emotional coloring, otherwise the activity will not take place or will quickly collapse. The child, because of his/her age, is just not able to do what he/she is not interested in. In the study of socialization, the following indicators are mentioned: “Friendliness”, “Joy”, “Anger”, “Shame”, “Offense”, “Surprise”, “Fear” (a block of speech-communicative behavior).
- “Predictive stories” (by A.I. Akhmetzyanova, T.V. Artemyeva). That is the tool for assessment of prediction and socialization indicators in preschool children with special needs. The study of structural and functional components of prediction in preschool children was

conducted using the developed toolkit: “Action prediction”, “Statement prediction”, “Emotion prediction”, “Nonverbal prediction”, “Regulatory prediction function”, “Cognitive prediction function”, “Speech and communication prediction function”, “‘Child – parent’ in organized activity”, “‘Child – adult’ in organized activity”, “‘Child – child’ in organized activity”. Anticipation in the aspect of socialization provides a unique opportunity to implement a trajectory to support children with special needs, which will further determine the overall picture of their socialization and, consequently, the path of social and individual development of a child.

Discussions

The results show that despite the fact that diagnostics of socialization of a child with special needs corresponds to the general principle, similar parameters and scales concerning spheres and activities of the child, Bulgaria and Russia seem to cope differently with similar problems related to the use of diagnostic tools. The structure of the socialization space of a child with special needs is a complex multidimensional whole that represents the unity of its constituent components. Each of these particular relations has qualitative uniqueness and makes its own unique contribution to the socialization of a child with special needs, which is reflected in its peculiarities of forecasting in social and psychological interactions, relations in various types of activity. The well-being of these spheres of relations can serve as a criterion of successful socialization of a preschool child with special needs, and disadvantage in any of these

Conclusion

Thus, the analysis of existing psychodiagnostic methods for determining the level and content of socialization of a child with special needs shows the presence of constructive restrictions:

1. The one-dimensional nature of assessments of socialization functions. As a rule, only an integral assessment of the level of socialization is determined without taking into account the type of situations and factors that cause it.

2. Psychodiagnostic methods of socialization research differ in scales and indicators in each of their variants.

Due to the noted restrictions and limitations in the use of currently used tests aimed at diagnosing children's socialization, the task of developing a new test – more universal, such as “The Predictive Stories” and as a test questionnaire of multidimensional social and psychological assessment of predicting preschool children – is obviously exist.

Socialization of a child with special needs acquires specific tools in the use of measuring the level and content of prognostication and it is a process that can be controlled and regulated. And, unfortunately, this resource in the socialization of children with special needs is not used to the fullest extent. In this regard, further work in this direction seems very promising to us. Further research can be connected with the study of the phenomenon of prediction in the field of growth and education of children with particular features of psychophysical development.

The leading phenomenon in socialization of children with special needs is “Forecasting” and the following criteria can be used as its markers: that is a person's ability to interpret and forecast not only the behavior of a communication partner, but also his or her own behavior in order to build constructive interaction.

Conflict of Interest Information. The authors declare no conflict of interest.

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