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## **Parents Role in Adaptation of Children with Limited Health Abilities**

For the last years one can see the raising interest to innovative approaches to education and upbringing of children with particular educational needs. At present the problem of development of inclusive education in Russia is in the centre of parents attention, pedagogical associations and the whole community. First of all it is connected with the fact, that we can see a weakly developed social adaptation of a „special” child in a real world – he (or she) is in isolation from a society as before.

We proceeded from the fact that the problem of social adaptation of children with limited health abilities to our institution conditions would be settled by combining the efforts both of parents and teachers where the main participants of the initial stage of the process child „inclusion” with special needs must be parents.

Basing on the research of E.T. Sokolova we carried out the research of children-parents relations and emphasized two types of parents’ objectives: emotional symbiosis and emotional rejection.

In the first case the parents direct all their efforts to create conditions for a child development not depending what kind of child he is. In the second case the difference between „ideal desired” and „real given” raise the feeling of loss, fault, unfair punishment. The image of an ideal child and ideal parents’ relations are breaking. The parents’ relations are misrepresenting. As a consequence appear problems which the parents cannot settle independently.

We supposed that correction of mental parents perception, rendering an initial psychological preventive assistance to a child, rehabilitation support to his family will prevent a negative influence of unfavorable psychosocial factors on a child.

For achieving effectiveness of correction-developing work with pupils of special groups the main task for us became the inclusion of parents into specialists work on the correction of defects and development of compensating functions of a child.

For solving that task we defined priority directions:

- 1) to raise the level of pedagogical parents competence and the rate of parents responsibility for correction-developing work and thus the activation of their role in creating optimal conditions for a child development;
- 2) to form adequate children-parents interrelations and styles of family upbringing;

3) to decrease emotional discomfort and to strengthen parents confidence in a child's abilities.

The formation of new children-parents relations is promoted by the work in parents groups at the training lessons the aim and tasks of which are:

- 1) Correction of children-parents relations;
- 2) Correction of relations to 'I';
- 3) Correction of relations to reality (to life).

The given lessons become the first steps to solving interpersonal conflicts in a family and overcoming deviating behavior. The parents begin to perceive failures and joys differently, they are taught to cooperate with the child and to create something together – for the time being playing, and later in practice. A small work experience allowed us to mark the reduction of conflicts in children-parents relations, development of positive reciprocal relations between children and parents. We can see that the means of interactions between parents and children obtaining spontaneously go naturally into real life.

In the conclusion we should like to mark once more that the family can achieve good results in upbringing if it understands the peculiarities of the child correctly and has adequate relations to his development. It may be done more often for a shorter time than through the forms of social influence.

## Literature

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## Abstract

The problem of social adaptation of children with limited health abilities to our instruction conditions would be settled by combining the efforts both of parents and teachers. The main participants of the initial stage would be parents. The core of a personality is forming in a family but the school, society are completing it. The personality core is forming in the family but the school, society are only completing it. Home, parents are the sources where the child's character starts and his personality is forming.

**Key words:** a child with limited health abilities, innovative approach, to combine efforts, symbiosis, compensating functions.

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## **Structural and substantive model of graduate students' self-regulation of learning and professional activity**

Productivity of learning and professional activity of students, realizing through their cognitive activity, in its structure is based on the level of development of self-regulation characteristics of students.

The process of psychic self-regulation, providing a significant impact on the productivity and the quality of learning and professional activity in their educational period, can be assumed to be an active influence on the productivity and the quality of professional activity in the future.

Subject of the study: personal components of graduate students' psychic self-regulation of learning and professional activity.

The study involved graduate students of Vladimir State University (n = 173 pers.).

In our view, the process of students' self-regulation of learning and professional activity – is a process of individual's self-organization of its behavior, aimed to self-teaching and self-training, ensuring the efficiency of the individual in educational and professional activity in general. The system of self-regulation, as shown by our study, includes an internal voluntary process of self-test of formation of personality traits, self-esteem (goal setting and evaluation of the probability of achieving the goal), independence and initiatives in planning and executive phases of activity, goal implementation, self-monitoring and self-evaluation of the implementation of the activities, an assessment of the result, goal approval, self-correction. The process of self-regulation of activity should always start with a self-test, go a complex way of the inner work, and end with a self-approval and self-correction. By the saying of N.A. Menchinskaya [Научное... 2005], the actions of self-test and self-correction should be attributed to „higher forms of regulation”. Targeted influence on the formation of students' „internal conditions” of self-regulation of behavior and activity will provide the important task of higher education in the XXI century – to teach how to study independently [Зобков В.А. 2008].

Self-regulation of students' behavior and activity in the educational process at the university, as it shown in our researches, is an integral dynamic formation, the manifestations of which are modified at each stage of high school education. Dynamic formations of self-regulation and their manifestations can be studied

with the help of specially selected tools (personality questionnaires, laboratory experiments), as well as by observation, including participant one, and expert assessments.

Basing on the theoretical analysis of the student's self-regulation of behavior and activity, as well as on empirical research related to the study of self-regulation characteristics of the students on the objectively-psychological (behavioral) level of analysis [Зобков А.В. 2008], student's self-regulation model of behavior and activity was made. It carried out on the subjectively-psychological level and included the following structural components, the study of which were to be done:

- 1) content-motivational component – CMC – (motivational manifestations, the parameters of self-actualization, values orientations, creative activity);
- 2) content and self-rating component – CSC – (features of self-rating, reflexivity);
- 3) component of personality traits – CRT – characterizing its intellectual, emotional, volitional, communicative spheres;
- 4) individual-typological component – ITC (ergity, flexibility, speed, emotionality).

In the study of personality components involved in graduate students' self-regulation of learning and professional activity it was found that the mechanism of self-regulation is represented by CMC, CRT, CSC and ITC. Basing on the required data we can say that the formation and manifestation of personality traits, involved in its self-regulation, in activity are strongly influenced by intravitaly formed features of motivation and self-rating. We can also assume that self-regulation of behavior and activity of students is constructed by taking into account the features of ITC, it's based on it, and probably the features of ITC have some influence on the process of self-regulation, especially in stressful and extreme situations.

We want to note that the collection of research materials was carried out twice during the school year: September–October and March–April. The above regularity of the mechanism of graduate students' self-regulation of behavior and activity was manifested in the beginning of the school year and at its end. However, as it was shown by the analysis of correlation, the number of correlations in the beginning of the school year, was a little smaller, but the power of relations between the studied parameters were significantly higher, exceeding, generally, the  $p \leq 0.01$  level.

Studies have shown that content-structural „mechanism” of self-regulation of fifth-year students who obtain „good” and „excellent” marks included:

- 1) business collectivistic motivation, adequate self-rating;
- 2) self-test of obtained development of personality traits;
- 3) manifestations of independence and initiative in carrying out learning duties (strong positive correlation between the organization and activity indicators and indicators of intellectual and volitional sphere of students' personality was found,  $p < 0.01$ );

- 4) self-control, understanding of temporal relations, succession, duration, tempo and rhythm of work, as well as realistic assessment of the temporal characteristics of different processes and events, preferences in their organization (self-control and understanding of the temporal and spatial relationships directly manifests itself in the confident behavior of the student);
- 5) constant reflection of behavior in communication and activities, as well as progress self-reports, self-correction and definition of boundaries for the future development.

Graduate students in the personality traits component (R. Kettell's 16 PF) have factor „B” in dominant position (7.7 +/- 0, 3) – intelligence, that indicates a rather high level of general cognitive abilities of the students of the fifth year. Of note is the fact that in comparison with the results of students in the fourth year graduate students have reduced degree of manifestation of emotional stability (P 0.05).

The study of graduate student's personality traits involved in the self-regulation of behavior and activity, showed that the dominant position held: benevolence (kindness) – 63,3%, responsibility – 59,1%, empathy – 54,5%, good manners – 50,0 %. Next, in terms of the representation in students' consciousness followed: the existence of own beliefs – 45,4%, curiosity – 45,4%, integrity – 40,9%, openness – 40,9%, creativity – 35,4% and intellectual maturity – 35,4%. The above qualities mostly characterize moral and ethical (organizational-activity) sphere of graduate students' personality and also communicative and intelligent one. Dominant positions in the list of personality traits, that characterize graduate student, take moral orientation ones.

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### **Abstract**

The article gives the author's definition of student's self-regulation of activity, the system of components of student's self-regulation of activity in the process of high-school educational is detected. The structural model of high-school graduate students' self-regulation of activity is represented.

**Key words:** self-regulation, graduate student, components, structural model, personality traits.