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THE STUDY OF THE STUDENTS WITH SPECIAL NEEDS: EMOTIONAL
STATES

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ABSTRACT:

This paper presents some preliminary results about inclusion in higher education (HE). This research is part of a wider investigation project designed to understand what are the trajectories and experiences of students with special educational needs (SEN) in the University concerning access, and global conditions for staying in HE with success. This exploratory study raises questions and also suggests reflections around the concept of inclusion, trying to understand the perspectives of academic management and academic staff.

We found positive perceptions from academic management and academic staff about this student's inclusion. However, these preliminary results also show that should be developed efforts to provide students with SEN opportunities that allow them to continue their academic career in higher education, promoting inclusion, personal development and participation in social and economic life.

The main objective of the study was to study the theoretical views of domestic and foreign researchers on the emotional state and manifestation of anxiety. Also, we had an idea to conduct a theoretical analysis of the relationship of anxiety and the learning process. During the research we are to clarify the manifestation of anxiety among students with special educational needs of our University in the learning process.

This article is devoted to the study of the emotional state of students with special educational needs in education.

INTRODUCTION

Students with special educational needs require increased attention from educators. They are often significantly more successful than students who are expelled from universities, because they lag behind the regulatory requirements of the educational process. The use of pedagogical technologies for contextual learning, learning through learning and multilevel learning increases their academic success. The article presents the author's model of a holistic process of becoming adaptability. The effectiveness of pedagogical technologies increases the reliance on health, a saving approach to their implementation.

The Approach to inclusive education, based on respect for human rights, provides for the expansion of forms of vocational training for the disabled. Because people with disabilities can have physical, sensory, mental, or mental disabilities, students with disabilities are a heterogeneous group. Given the variety of chronic diseases, students with such diseases also have to be recognized as a heterogeneous group {in contrast to those who do not have chronic diseases?}. we noticed that students with disabilities, and students with chronic diseases need medical attention. Therefore, the unification of both these above-mentioned groups of students and other students in the class will be a sign of the need for each specialized medical care, including through study time. Since each category of students with special educational needs for education purpose inherent features that reduce their effectiveness educational activities that increase the likelihood of early exclusion from the course, the problem of including the contingent of such students is relevant. In order to resolve it, you must distinguish between such persons from practically healthy students. Secondly, we need to evaluate how successful traditional technologies for the implementation of the pedagogical process of obtaining higher technical education contribute to the adaptation of students with special educational needs in learning process. We need to arrange the pedagogical process of the university for improving the health of such students and identify pedagogical conditions that ensure the effective training of these individuals. It is very important that the young man is aware of his difficulties, be ready to make decisions on its elimination.

The problem of emotions, mental and physical health of persons with special educational needs, emotional security of the educational environment of the University is now becoming more and more urgent. Researchers are beginning to pay attention not only to the academic performance of students with SEN, but also what emotions they experience when studying at universities. This corresponds to the general humanization of the educational process, which is currently taking place. Emotional states – a special form of mental states of a person with a predominance of emotional response by type of dominant. In other words, it is an emotional reaction of a person to some action, situation or reaction of a person. All human emotions can be distinguished and classified by the quality of experience. American psychologist K. Isard (Isard, 1980) identified ten qualitatively different " fundamental " emotions: interest-excitement, joy, surprise, grief - suffering, anger - rage, disgust - disgust, contempt - neglect, fear - horror, shame - shyness, guilt - remorse. The first three he refers to are positive, the other seven are negative. Thus, a person can manifest: positive, negative psycho-emotional States, which are manifested in

the form of anxiety. According to his theory we see, that emotions can be classified as positive and negative [1].

The problem of emotions in students with special educational needs is not fully covered in modern psychological science. About how the educational process affects the state of students, what directs the person who came to higher education, what she feels and what emotions move her. But the knowledge of the psycho-emotional state of students with special educational needs, will give the opportunity to properly structure the educational process.

We created a program to arrange a work with SEN. In the study program, we identified the following stages: 1) the stage of identifying difficulties in the initial period of study of such students; 2) the stage of the survey of a large number of students for gradation of problems; 3) the stage of identifying pedagogical conditions for effective teaching such students; 4) the stage of experimental verification of selected pedagogical conditions; 5) an assessment of its effectiveness. Persons with special educational needs differ from practically healthy students. There may be differences, as in appearance and behavior. As E. Bartus notes, people with disabilities are perceived by society as a separate social group[2].

Such students need additional educational influence of teachers' educational institution, the requirements for which are laid down in the regulatory legislative acts. Currently, in relation to such persons, the activities of subject's pedagogical system of higher technical an educational institution to form professionally important personality traits in them is not enough. Analysis of the adaptation of students with special educational needs to conditions educational activities, to the group, to the future profession shows that social and living conditions of the students successful adaptation to pedagogical the process at university is practically absent nowadays.

RESEARCH METHODOLOGY

The first part is based on a qualitative methodology trying to privilege the use of semi-structured interviews (Arksey and Knight, 1999), applied to students with disability, lecturers, academic management (especially the directors of learning programs) and also some elements of academic staff [3]. The second part of this research project includes stories from life situations (Atkinson, 1998) and focus-group interviews (Barbour, 2007) [4,5]. For this paper we decided to consider only the interviews with lecturers, academic management and also academic staff. Semi structured in-depth interviews, conducted by the authors, constituted data collection. This type of interview is particularly suitable if we want to cross, compare and analyze cases (Patton, 1990; Bogdan & Biklen, 1994; Van der Maren, 1995) as in this study [6,7,]. The semi-structured interviews were used primarily to ensure collection of rich information and also flexibility in addressing emergent themes. Individual interviews range between one and two hours. All participants were informed about the main purpose of this study, and it was also asked about their permission to record the data [8]. This is a convenience sample (Patton, 1990) where participants are encouraged to report their feelings, ways of thinking and also emotions. The data are organized in four major areas: a) inclusion in HE institutions, the context of University; b) attitudes towards inclusive education; c) pedagogical support for disable students and teaching-learning process

(curricular adaptations); obstacles identified by lecturers and academic management; and finally, d) some suggestions for improvements and conditions to achieve academic success in university (Gonçalves Teresa et al) [9].

RESULT & DISCUSSION

Data According to the results of research, we received the following data (Table 1).

Table 1: *The number of students who have not adapted well and were expelled with special educational needs in % of the number of students*

Category of students with SEN	Expelled from the first course	Expelled from senior courses	Received diploma
Actual or social orphan hood	60	17	23
The presence of chronic diseases	15	9	76
Overwork when intensive in	55	10	35
Intellectual loads Mature	40	20	40

The table shows that 23 to 76% of the students with special educational needs could not adapt themselves to the educational process of the university and were expelled. Therefore, we began the study by identifying the causes of non-adaptation such students to the conditions of higher education. On the initial stage of the study, we revealed that a significant part of students with special educational needs are systematically absent from class for a good reason. Young people attend doctors observing them and follow medical instructions to strengthen their health. Students noted that it is much more difficult for them to learn skipped training material on their own than to master it with group in the presence of the teacher. Repeatedly, respondents noted that those knowledges which they received in high school is not enough for them; some students resorted to the help of tutors in order to keep up with classmates. Some students explained that you couldn't enter that specialty which attracted them to the university did not pass the competition; therefore, they study in a specialty that is not interesting to them. At the second stage of the study, the mentioned reasons were confirmed: miss classes for good reasons 48-50% of students surveyed have poor school preparation 30-34% of students would like to change their specialty 22-25% students. The results of the study were considered. When designing the pedagogical process for students with special educational needs. Exchange of personal funds of a teacher and a student opinion (A.P. Tryapitsyna, 2007) is carried out through a monologue, dialogue, during which the birth of new knowledge, the value coordination of positions, the formation of a positive emotional background and psychological comfort [10]. In an atmosphere of mutual understanding, a sustainable conscious positive attitude to the chosen specialty. Such an atmosphere can be created during the implementation of contextual learning technology (author A.A. Verbitsky, 2007) when in front of a student questions of development of professional self-awareness, including possible professional error, professional expert evaluation

of the decision, professional duty, professional duty and professional responsibility [11]. These professional categories are illustrated. many subject and social tasks. Learning through learning technology (by Jean-Paul Martan, 2009) allows the student to turn on, in addition to communicative and mastering, in cognitive and self-evaluating activities; creatively select, organize and present classmates with educational material [12]. The pedagogical technology of multilevel education (author M.Yu. Bukharkina, 2009) makes it possible for a young person to determine the time of meeting with the teacher, the forms of interaction with him, the depth and complexity of the training material. The implementation of the proposed technologies was carried out by us within the framework of the system of adaptation of students with special educational needs to study at a technical university [13].

In order to improve educational practice N.M. Borytko recommends creating a model of the process of formation of the studied phenomenon (property, quality or activity) as a holistic self-developing system [14], [15], [16].

Model of a holistic process of formation of the studied quality, according to N.K. Sergeeva, should be staged and staged in nature. The model of the formation of adaptability includes the stages interactions of subjects of pedagogical the process, the stages of their interaction and the results of the interaction, presented by the criteria for assessing successful adaptability and levels of criteria. In our study, the concept of “adaptability” reflects the effective side of the adaptation process. First-year students diagnostic tests have been conducted by the education organizational and pedagogical support department. This is the first stage in his interaction with the student [17], [18], [19]. By identifying people with special educational needs, he meets with everyone from young people and in a personal conversation determines what prevents the student from successfully studying. If a young man complains about his condition health, the teacher explains to him that the University has special units (medical center; medical therapists at the student polyclinic assigned to each faculty; sanatorium), whose activities are aimed at strengthening the health status of students. The teacher helps the student to choose the types of integrated support, recommends mastering specialized disciplines, introduces the student to the list of disciplines. This is the second stage of interaction. The teacher pays attention to the professional important personality traits of a young man. Since the meeting of subjects of pedagogical process occur at least once a week, the teacher of organizational and pedagogical escort has the ability to evaluate and adjust the dynamics of the formation of these qualities. If necessary, give the student advice attend a cycle of classes to enhance motivation to the doctrine. The third stage allows implement selected types of adaptation [20], [21]. Regulatory documents suggest introduction of specialized adaptive disciplines (modules) in the main educational programs for additional individualized correction of violations educational and communicative skills, professional and social adaptation at the stage higher education. Implementation adaptation disciplines (modules) within auxiliary and additional courses most effective because these classrooms are designed for a specific the contingent of students and, as a rule, are carried out in the second half of the school day. Higher education organizations vocational education should provide persons with disabilities health choice of specialized adaptation disciplines. The set of these specific disciplines the educational organization can determine independently, based on the specific situation and individual needs of such students [22], [23].

The model of the process of formation of adaptability includes the following stages, presented on the right side mainly the impact of the teacher on the student, their equal interaction, support teacher of self-educational activities student [24].

At the stage of awareness of the problem of adaptation, a student with special educational needs, as a rule, does not timely fulfill the standard educational requirements process in all disciplines even at the level "Satisfactory," considers his training unsuccessful activity, is disappointed in its choice of a technical specialty. After a cycle of reinforcement classes of motivation for learning, a young man consciously masters specialized adaptation and regulatory disciplines, wishing increase the success of their educational activities. Full implementation of selected species adaptation is reflected in all criteria for evaluating successful adaptation. The dynamics of the state of the educational the success of students who attended supporting courses is presented in Table 2.

Table 2: *Improving student academic success with special educational needs (in % of the total number of respondents)*

Status	Credits	Exams
Compliance with the session	50	40
Small lag	20	40
Big lag	30	20
Total	100	100

According to the table you can obviously see that by the end of experiment see the improvement in students learning skills. We can say that this not a final results, in future the other skill also can be enhanced, but that will be another area of research and will represent in further research paper.

CONCLUSION

The proposed adaptation support of the educational process of students with special educational needs contributes to creating an educational environment for them with a positive emotional background and psychological comfort. During adaptation time, teachers are very respectful to social and professional decisions of each student, consider their personality and try to solve problems a given time interval. Therefore, students feel more confident in a technical university and steadily increase your academic performance. There are from 57 to 75% of such students.

An analysis of the experience of increasing the educational success of students with special educational needs showed that their interaction with teachers within the framework of the adaptation system has a positive effect on their performance, health status, and self-esteem, educational activities. Two students are increasing their educational success to the normative level, third of students as well have better understanding. If students participate in the work of the adaptation system for more than one semester, the effectiveness of their studies increases.

So, we can conclude that the proposed adaptation support is very effective.

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