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PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT AS AN ACTIVITY OF A SOCIAL PEDAGOGUE FOR ADAPTATION OF STUDENTS-ORPHANS TO LEARNING

The article gives detail of the psychological and pedagogical support as an activity for social adaptation of students-orphans to learning. It is demonstrated that social and educational activities for adaptation of young people is a complex systematic and consistent process that requires deep professional knowledge and skills in the basics of social pedagogy as a science and in such disciplines as anatomy and physiology, developmental psychology, sociology, social work and others. The aim of the study is to discuss the psychological and pedagogical support as one of the types of social and educational activities organized on the principles of integrated and person-centred approaches aimed at helping students-orphans at vocational schools to overcome difficulties when entering the educational environment conducive to personal development and self-improvement, as well as to further socialization.

Methodologically, the study was based on the observation of students-orphans' interaction with engineering-pedagogical staff in the educational process and in extracurricular activities during one academic year.

This resulted in understanding that the psycho-pedagogical assistance and support as a form of social and educational activities with students-orphans should be based on the principles of individual's subjectivity, recognition of the right to influence the course of educational activities at all stages: the motivational stage, the content-operational stage and the reflexive stage. It involves adapting the educational process to individual orphans, and not vice versa as in traditional learning.

The study has revealed that the accompanying support approach allows for positive adaptation to learning processes at all levels: physiological, proper academic, personal, social and psychological levels.