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ART-THERAPEUTIC METHODS OF WORK FOR STUDENTS WITH SPECIAL NEEDS TO THE CONDITION STUDY AT THE WARSAW UNIVERSITY THROUGH POLISH UW PROJECT “UNIVERSITY FOR ALL” AS A SUCCESSFUL EXAMPLE FOR BELARUSIAN UNIVERSITIES

1. Research background and problem statement.

The social protection of disabled persons and persons with special needs is one of the priorities of the state policy of the Republic of Belarus (Belarus acceded to the Convention on the Rights of Persons with Disabilities 26 of October 2015). A right to be educated, including professional education has a special place in the system of social protection of the disabled. The adoption of this law coincided with a period of increased activity of disabled people, aimed at obtaining such education.

The formation and the formation of man is always closely linked to social life and are the an important element will depend on the conditions of existence of society, organization of social life (the economy, social and the political system), aspirations and awareness of society.

In Belarus, the system of vocational rehabilitation of disabled persons in contrast to the development in Poland is in its infancy. Students with disabilities began to take up studies at University of Warsaw much earlier than might be imagined. However, until 1989, only a very few persons with disabilities took the decision to study in chosen departments of the University. In developed country such as Poland have begun implementation of the model “University for All” among s disabled studentd recognising the equal rights of students with disabilities to full participation in the life of the academic community, the University of Warsaw takes various measures to remove barriers that limit performance and activities such as adress to anyone whose disability or other health-related problems make the following of a ‘regular’ course of studies difficult. The difficulties in question may be connected with an inability to participate in lectures (hearing disabilities), the availability of reading material (visual disabilities), access to university buildings

(mobility disabilities) or attendance (e.g. due to recurring illness). The basis for the use of art-therapeutic technowork with student affected by illnesses, are the following psychological problems students with special needs (the difficulties of emotional development, actual stress, depression, impulsivity of emotional reactions, emotional deprivation of student, the experience of rebecom rejection and feelings of loneliness, the presence of conflicting interpersonal situations, dissatisfaction with the new study situation, increased anxiety, phobic reactions and other neurotic symptoms, a negative “I-concept,” a distorted self-image, low self-acceptance).

A steady increase in the number of students with disabilities who choose to study at University of Warsaw remains the most tangible effect of the “University for All” project. The success of the project depends primarily on the willingness of all University units to introduce measures ensuring equal educational opportunities to students with disabilities and chronic illnesses. For example, specific institutions (education, health and social protection) found that in the current socio-economic situation in the open labor market are employed disabled people with different disabilities). The rights of students with disabilities include: participation in classes and lectures to the same degree as other students, access to written and oral information (library collections, notice boards, lectures), the same verification of knowledge and skills as in the case of other students (the same examinations), confidentiality of medical data (psychotherapy and art-therapy). In Belarus, in connection with the adoption of the Convention on the Rights of Persons with Disabilities problem getting higher education for people with disabilities is not developed. These difficulties occur at the stage of admission to higher education, because the procedure itself and the technology of the entrance exams in many ways do not consider the specific learning needs of students with serious impairments and sometimes come into conflict with their capabilities.

The purpose of my research is to examine the specificity Art-therapeutic methods of work of adaptation for students with special needs to study conditions at the Warsaw university thought the project «University for all» as a way to further the success of vocational guidance in the lives of people with disabilities in Belarus.

2. Analytical and theoretical framework

1) Study in the administrative and organisational structures (office for disabled UW) of the University and the provision of additional specialized service.

2) Observe the education system in UW as regards the issues of students with disabilities.

3) Identify the best way for elimination of barriers in access to information and the courses offered and elimination of architectural and transportation barriers, for student with special needs in UW.

The theoretical significance of the research is refined representation of general and specific social and psychological patterns of adaptation with special needs, developing and understanding of higher education of people with special needs as a specific socio-psychological terms sphere the implementation of the education process, dialectic of personal and interpersonal aspects of social and psychological process of determination of persons with special needs to the conditions of university studies.

Despite the large number of scientific and theoretical work in this area, social and psychological problems of adaptation to the conditions of the university study are not studied enough. It is worth to say that the process of adaptation has attracted attention of many researchers. Adaptation in the broad sense interpreted differently depending on the direction and depth of study, widely using in the natural, social and technical sciences. Art therapy is a method associated with revealing the creative potential of an individual, releasing its hidden energy reserves and, as a result, finding the best ways to solve its problems. Initial art-therapy basis of study of the psychology of special problems of adaptation formed by Margaret Naumburg. In her work Naumburg relied on the idea of Sigmund Freud that the primary thoughts and movements arising in the subconscious are most often expressed in the form of images and symbols.

3. Method and Data Collection Limitations

The research will be based on the principles of complexity, objectivity and dynamic study of personality characteristics of students at the stages of their adaptation to learning in higher education.

For the implementation of targets study used the following experimental and theoretical methods: a theoretical analysis of the literature on the problem of the study, the method of questioning and statistics of experimental data.

To solve this problem and to obtain objective results of a study conducted in the process of adaptation students with following diagnosis to the conditions of study at university.

Physical disabilities

- mobility (locomotory) disabilities
- chronic internal illness

Sensory disabilities

- blindness and vision impairment
- deafness and hearing impairment

Psychological disabilities

- chronic intellectual illnesses

We will use basic methods:

- 1) Historical and systematic structural analysis;
- 2) Psychological analysis, pedagogical literature;
- 3) Documents, reports and materials structures and organizations involved in the formation of educational policy and research issues from the office for disabled Warsaw University
- 4) Methods of study of motivation at university.

The study will determine the nature of the relationship between mental personal characteristics of students, some indicators of the functional state of the organism and the success of educational activities at the stage of adaptation to training.

5) Art-therapy methods

Stage 1. Building a model of the existing situation

“It is” and its subjective assessment by the participant, (diagnosis of the emotional state, diagnosis of relationships in the students, with a partner, with teachers or at work).

Stage 2. Verbalization, “Discussion – story.”

Stage 3. Modification of the created model and co-building a model of relationships “How will.”

Stage 4. Definition of a metaphor for a future life.

Application area: individual counseling; group work; study psycho-correction

Conclusion

The practical significance of the research is study the office activities for disabled in UW for developing persons with special needs in question concentrate on most important directions:

1. on-going assistance for students and university applicants who have disabilities or chronic illnesses;
2. harmonization of the internal state of the students, that is, restoring their ability to find the optimal equilibrium state conducive to the continuation of student life.
3. support for university staff who teach students with disabilities;
4. the adaptation of University premises to the needs of students with mobility disabilities;

5. the provision of adequate transportation for students with mobility disabilities;
6. the ensuring of access to personal computers and other IT solutions to students with disabilities;
7. the hiring out of other pertinent aids;
8. the running of a digital library for blind students and students with sight impairments;
9. to emphasize the student's attention to their feelings;
10. create optimal conditions for the students, which facilitate the most precise verbalization and development of those thoughts and feelings that he is accustomed to suppress;
11. help the students find a socially acceptable way out for both positive and negative feelings.

Designed a set of methods can be used for monitoring the socio-psychological process of adaptation of students with special needs to the conditions of study at the university as the key for future successful career.