

PalArch's Journal of Archaeology
of Egypt / Egyptology

SOCIAL ADAPTATION AND ITS CORRELATION TO THE SOCIAL AND
ECONOMIC LEVEL OF THE VISUALLY IMPAIRED

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Abstract

The current research aims at identifying the connection between the aspects of organizing the social environment for visually impaired students and the formation of their positive socialization. The sample of the study consisted of students with visual impairments (35) (age 7-9 years) specialized schools in the Republic of Iraq: a school with the basics of elementary adaptation for special education (18 students) and a Nazim Al-Tabakli primary school (17 students). The students had visual impairments: myopia, astigmatism, inflammation of the cornea of the eye, photophobia and difficulty focusing eye movements. The results of the study indicate that, orienting his pedagogical activity towards the formation of the need for achievements in visually impaired students, the teacher must be sure that a high level of motivation is necessary for him for further successful educational activity. It is important to understand that with a high level of developmental need for success and less developed ability, the visually impaired student will be more capable of achieving success, well-being, and an effective learning process.

Keywords: Social adaptation, visually impaired students, correlation to the social and economic level, need to achieve, achievement of success, well-being.

Introduction:

The visually impaired's social adaptation's problem and its role in the process of forming an individual personal socio-economic level at various stages of development and training is the problem of educating the ability of a person with visual impairments to adapt with maximum self-realization in the activity to which the visually impaired is interested and within which can achieve successful results.¹

This problem is quite relevant now and presupposes stages, continuity and continuity of its solution from a very early age. This is because modern

society transforms humanistic approaches to visually impaired citizens, considering their social and socio-economic adaptation from the perspective of educational integration problems. In this regard, educational integration is considered as the most important factor in the acquisition of various design skills by the visually impaired, as well as the formation of various components of the portfolio, allowing timely development and correction of career guidance trends.²⁻⁵

Analysis of the problems of the relationship between social adaptation and socio-economic manifestation of the status of well-being of visually impaired students is reflected in a large number of studies. The problem was studied by such scientists as A. N. Averin, B. A. Dolgalev, E. V. Kulagina, Z. M. Sabanov, Khalim Zainal, Norshidah Mohamad Salleh, S. Sacks & K. E. Wolffe and others (Averin, 2010; Dolgalev, 2005; Kulagina, 2015; Sabanov, 2015; Zainal, Salleh, 2011; Sacks, Wolffe 2006).⁶⁻⁸

Research problem:

The understanding by scientists of the social and socio-economic adaptation of the visually impaired as the main direction of career guidance at various levels of inclusive education defines this type of adaptation as a interrelated components' dynamic system, including social, medical, psychological, economic, etc.

Thus, the author emphasizes the connection between social adaptation and socio-economic status (the status of social well-being) through the optimization of the process of forming these indicators of restoring the social position of the visually impaired, returning them to active and energetic life. Thanks to this, the humanization of processes in modern society is carried out, aimed at taking into account the individual physical and mental characteristics of students and recognizing the intrinsic value of their personality.

Starting from the concept of "social adaptation" and the relationship of this phenomenon with the formation of the socio-economic level in the life of the visually impaired at the stage of education, it should be noted that a student with visual impairments is, in one way or another, a social subject. He constantly needs communication and specifically engages in communication with other people. In this communication, the visually impaired student finds himself as an individual and learns to express himself in various types of activity, in various conditions of the social environment.

From this position, the social environment acts as a stimulus for the individual personal development of the visually impaired student. Under certain conditions of organization and orientation, the social environment becomes able to form such personal qualities of the visually impaired student as the need for self-disclosure in various types of activities, both individual and collective, the ability to realize internal psychological and physical resources to achieve goals and objectives of interest, responsibility for one's own progressive confident existence, the ability to help other people, others.⁹

The formed position of the visually impaired student, his awareness of the importance of his role in a team, a collective matter, which determines further social attitudes and ways of personal self-actualization in society and the level of his own socio-economic status, depends on the formation of such an attitude, thanks to the organization of the social and precisely the collective social environment.

Research aim:

The interaction of a visually impaired student in a social environment should not have a tendency to psychosocial adaptation among communication with students who have the same deviations in health, it should be aimed at preparing this student for full-fledged physical and psychological functioning in the environment of ordinary people and peers, which will be based on lie not only the implementation of the most important vital functions of social interaction, but cooperation and vision of the prospects for personal growth, including socio-economic.¹⁰⁻¹¹

Thus, the problem's relevance under study was determined by the purpose of this study, which is to identify indicators that determine the correlation between the social environment and the visually impaired students' social well-being.

Research importance:

The humanizing component of the social environment, which is focused on the successful psychosocial adaptation of visually impaired students, implies the recognition of the intrinsic value of the personality of such a student, which predetermines all opportunities available in this environment for the implementation and progressive development of the abilities of this student, taking into account his individual mental, psychophysiological and physical characteristics that may be useful to him in order to be self-sufficient.

In her research, V. I. Kargieva notes that social well-being and positive social changes in the life and activities of the visually impaired will be achievable within the framework of improving the quality of life and education, as well as civil freedom in realizing personal goals and objectives when regulating on the basis of economic good. The acquisition of knowledge and the development of intelligence as special types of social welfare allows one to take a major step in social well-being and development.¹²

Research methodology and procedures:

Research Methodology:

This research is analytical and experimental. The research used the methods of theoretical analysis of scientific literature, synthesis-isolation of structures. In the course of the study, the methods of psychological diagnostics, pedagogical modeling of the use of socialization methods in the process visually impaired students' social adaptation in Iraq's schools were used. Methods of mathematical statistics were used to process the research results.

Research community:

The research community included 35 students (boys and girls; age 7-9 years) of specialized schools in the Republic of Iraq: a school with the basics of elementary adaptation for special education (18 students) and a Nazim Al-Tabakli elementary school (17 students). The students had visual impairments: myopia, astigmatism, inflammation of the eye's cornea, photophobia, and difficulty focusing eye movements, As in Figure (1).

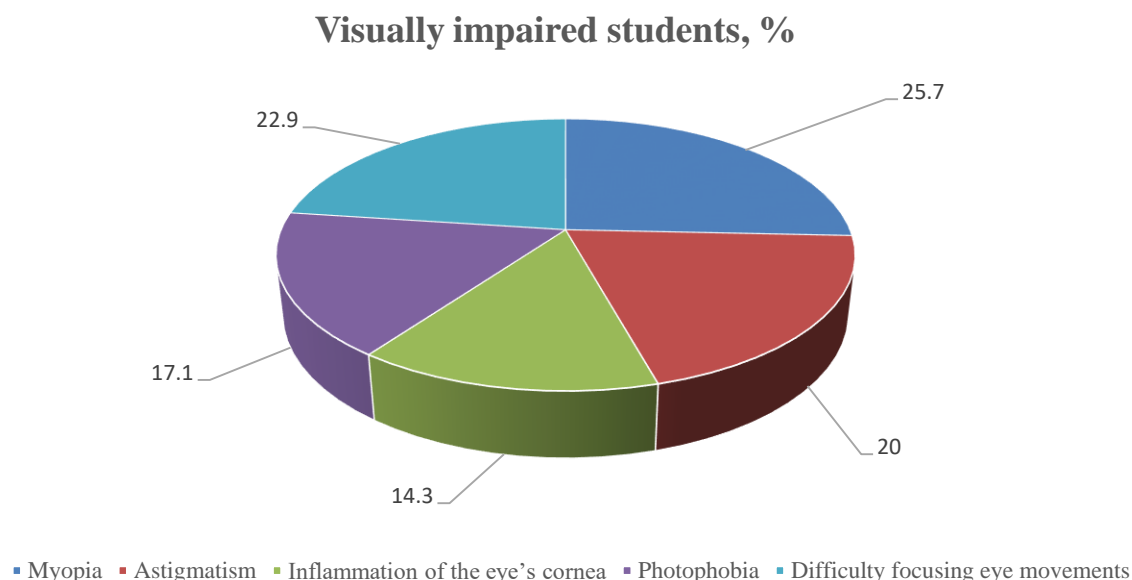


Figure (1). Distribution of visually impaired students by visual impairment, %

Previous studies:

First: The need for success as a factor in the successful social adaptation and well-being of students with visual impairments. Study of the influence of the social environment on the formation of the need to achieve success by visually impaired students.

Studying the needs for achievement in visually impaired students, scientists linked the need-motivational sphere of the individual with the success of their results in the process of adaptation, self-realization and achievement of well-being, including further improvement of the level of their socio-economic position.

Singling out this need among others, such as needs for self-worth, recognition, domination, etc., we can say that the need for achievement is characterized not by self-assertion among other people, but by asserting oneself in relation to the business, that is, to increase the level their own success, the result of which will be the performance of various types of activities by visually impaired students.

Students with visual impairments need to develop a need for recognition from those around them in order to receive higher appreciation from adults and ordinary peers. However, the manifestation of the need for achievement

does not imply the manifestation of some kind of superiority, as, for example, with the need for domination.

The needs of visually impaired students in achievement are considered more often as some kind of competitive activity, which is organized by the personality of the child with himself, and in which the image of achievement is directed at himself.

Carrying out research concerning the study of the need for achievement, we offered students a number of interesting tasks: some three-dimensional objects were depicted on the cards; students, studying these objects, images, came up with various plot stories about what they presented, “saw” in the proposed images. Those who had a high level of need for achievement demonstrated precisely the achievements of visible characters or their desire for it. Those who had a lower level of need for achievement, either described aspects of the life plan of the characters, endowing them with tasks of excessive ease to avoid the so-called struggle for achievement, in which success was guaranteed, or stopped at too difficult tasks that would allow them to accept failure as the expected effect, thereby avoiding responsibility for the result of the activity.

Second: Ascertaining experiment

The essence of this analysis suggested that lack of success or failure manifested itself in two ways. From this position, the visually impaired students were divided into two groups. In the first case, the lack of success led to the desire to use additional efforts to achieve a result (31.43%), in the second, the so-called safety was preferred (68, 57%).

Search tools:

First: Definition of research methods:

In the study of indicators of the need for achievement, we also resorted to the use of copyright treatments and adapted techniques. To study the needs for achievement, the methodology of Yu. M. Orlov was taken as a basis.

At the ascertaining stage of the experiment, 51.4% of visually impaired students had a low level of need for achievement, 40.0% – an average level and 8.6% – a high level of need for achievement, As in Figure (2).

Distribution of visually impaired students according to the level of formation of the need to achieve success, %

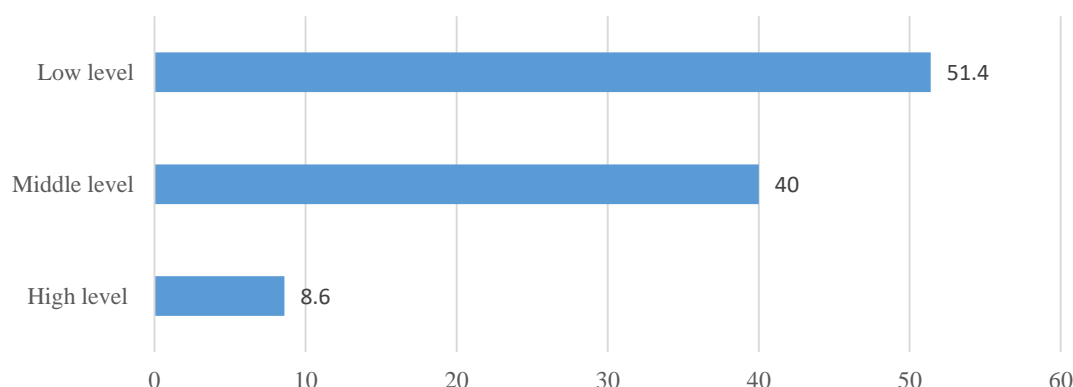


Figure (2). Distribution of visually impaired students by the level of formation of the need to achieve success at the ascertaining stage of the experiment, %

Second: Determination of the regulatory principles of the organization of the social environment.

With the aim of progressive development of the need for achievements, the regulating principles of organizing the social environment in the learning process were formulated:

1) to avoid 100% success and 100% failure (this principle implied the awareness of how much the opportunities correspond to the level of difficulty of the activity, as well as unsuccessful result, negative emotions or effect should not have a destructive destructive effect on the personality);

2) it is necessary to bear responsibility for the results of one's own activity (this principle implied that in most cases it is necessary to look for the cause of failure in oneself, in performing the chosen type of activity, rely on one's own strength and, as in the first case, negative results should not cause destructive negative emotions);

3) careful analysis of the environment (study and maximum use of information, all possible knowledge about activities and resources for a specific situation);

4) use of feedback (inside obsession with the results of their own activities for the further process).

Results:

In the context of the social environment of a special school for visually impaired students, it is important to have a variety of situations in which students could not only independently or with the help of a teacher solve the assigned tasks, but learn to avoid failures associated with their creative solution.

Different needs are characterized by the manifestation of a need situation that causes a certain state of the personality, which is identified as a need

one. The emerging need situations actualize the need to achieve in such a way that the subject of activity determines for himself the achievement of a higher level of solution, the manifestation of a more creative approach to the solution, etc. In this case, the need situation is able to act as a source of actualization of the need for achievements in general, representing in this aspect the general orientation of the individual towards achieving success in activities and well-being.

The needful state of a person is characterized by a special attitude of sensitive perception of those circumstances of the surrounding reality that are directly or indirectly related to the achievement of success, actualize the actual need for achieving success, anticipating the reflexive stage of activities associated with achieving success in the past. This perception contributes to the formation of motivation to achieve success, which is inextricably linked with setting a goal and seeing the way to achieve it.

The results showed that the dynamics of the development of the need to achieve in visually impaired students is positive. At the formative stage of the experiment, a high level of need for achievement was recorded in 62.9% of visually impaired students. 37.1% of students were characterized by an average level of formation of the need to achieve success. Visually impaired students with a low level of need for achievement were not recorded, As in Figure (3).

Dynamics of the level's formation of need to achieve success among students with visual impairments, %

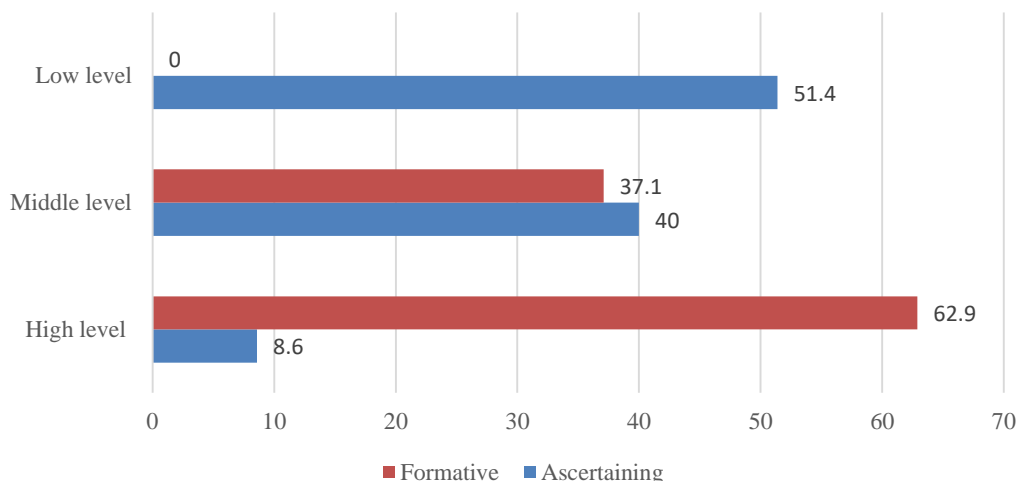


Figure (3). Distribution of visually impaired students by levels of formation of the need to achieve success at the formative stage of the experiment, %

Conclusions:

1. Manifesting themselves as visually impaired students in the system of social interactions, focused on success and supported by positive emotional and internal experiences, allows them to acquire and successfully assimilate the necessary social experience. It also allows you to preserve the structural integrity of the personality as successful in the process of becoming in a

social environment in which a visually impaired student begins his development as a successful personality.

2. The perception by visually impaired students of the values and attitudes that regulate the need for achievement acquires for them an immediate life meaning and a stimulating steady state. The level of achievement of various goals by means of avoiding various kinds of failures because of the formation of motivation for successful achievements in various areas of life is growing.
3. The formation of the needs for achievements in visually impaired students can be focused on the use in the adaptation process, as well as in the process of social interaction of various methods and ways. The main accents of this choice will be the following attitudes: expectation and sensations of success; positive emotional-internal state in the process of activity; the correct choice of incentives; positive reflective experiences; the ability to make a conscious choice and a sufficient level of cognitive activity; taking into account the zone of proximal development in the activity.

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