

Psychological and Pedagogical Support for Children with Special Needs in Teaching Writing and Reading: Opportunities for University Training in Primary Education

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Abstract: The paper discusses the problem of modern education, namely, the study of the possibilities of university training of primary education teachers for the psychological and pedagogical support of children with special needs in teaching writing and reading. The work on the organization of psychological and pedagogical support for such children is relevant, since writing and reading skills are basic learning skills, without which effective teaching is difficult or simply impossible. At the same time, 20-60 % of elementary school students have features in the formation of reading and writing skills, and for a significant part of the children they remain during the transition to primary school. Therefore, one of the goals of preparing a modern primary school teacher can be to expand ideas about the causes and mechanisms of teaching writing and reading, about the mechanisms of forming basic learning skills and the causes of problems in learning. The emphasis is placed on developing the skills of future teachers in elementary school to formulate tasks, identify organizational and substantive aspects and organize targeted activities of a teacher-psychologist in the main areas of psychological and pedagogical support for children with special needs in teaching writing and reading, implemented in primary school: psychodiagnostics, psychocorrection and developmental work, psychoprophylaxis, psychological education (professional communication) and counseling.