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Abstract

The article reflects the problem of psychological and pedagogical support of the educational process in an inclusive environment of the university, presents the results of experimental work aimed at the formation of professional and pedagogical motivation of students during university education, in which the study of disciplines of socio-psychological orientation that contribute to their successful professional development.

Keywords: Psychological and Pedagogical Support, Professional Development, Future Specialists, Inclusive Education System, Students.

Introduction

At the modern stage of education development, there is a need to understand and implement new content and value changes: it is impossible to develop modern education without affecting the processes of implementation of inclusion (Kantor, 2017; Korobeynikov & Kantor, 2019). The period of higher education is one of the most important stages of individual's active professional development. The main characteristics of competent specialist should be: high competitiveness in the labor market, responsibility and readiness for constant self-development, fluency in the profession, the ability to work effectively in the specialty according to the level of world standards, which requires new approaches to the organization of the entire system of professional training. These requirements for the professional's personality are intended to serve as a reference point for finding conditions, ways and means to improve the effectiveness of professional training, new flexible methods and forms of training, new content and educational technologies for the adaptive inclusion of a specialist in professional activities (Kantor, 2017). They focus universities on the development of educational programs and psychological and pedagogical technologies in the university environment, scientific, methodological and technological support of the educational process, which allows you to purposely regulate the process of professional development of specialists who are ready to effectively interact in an inclusive education system, ensuring a stable high percentage of employment of graduates in the specialty. Psychological and pedagogical support for the professional development of a specialist contributes to the expansion of opportunities for disabled people to receive education, professional orientation and assistance in the employment in the modern labor market (Kotel'nikov & Belov, 2019). This educational technology provides modern psychological and pedagogical assistance in choosing the ways of...
professional and personal development of students with disabilities, in mastering the ability to regulate interpersonal relationships, the ability of self-development and professional growth, providing them with full independence (Gasanova & Gorelova, 2015). The role of psychological and pedagogical support for the system of training qualified personnel is currently significantly increasing, which is associated with the increasing role of the human factor in modern society, with the leading function of education in the reformation of Russia, the focus of education on the formation and development of a person with positive values, who is able either to take responsibility for himself and his fate, or ready for active restructuring of society, the economy and social relations.

**Purpose and Objectives of the Study**

Effective training and professional development of future specialists is impossible without appropriate psychological and pedagogical support. Based on this, the purpose of the study is: theoretical justification of psychological and pedagogical support for the professional development of students, including those with disabilities, psychological and pedagogical conditions aimed at updating the professionally-oriented educational needs of students with disabilities, and ensuring the professional and personal development of students in the educational space of the university; development and experimental testing of a model of psychological and pedagogical support for the professional development of university students with disabilities; introduction to the educational space of the university of the system of career guidance activities aimed at the development of professional self-determination of students with disabilities; development and testing of adapted teaching aids for the training of students with disabilities, aimed at adapting students to the labor market and planning their individual professional and personal development in the educational space of the university; implementation of the research results in the activities of the Department of Pedagogy and Psychology in the form of a system of psychological and pedagogical support for the professional development of university students. The article examines the experience of the Moscow State University of Humanities and Economics.

**Literature Review**

Modern approaches to the professional education of teachers-psychologists indicate the need for the integration of professional and personal aspects. The review of modern domestic psychological and pedagogical research (Ananiev, 2001; Bordoyskaya, 2016; Bozhovich, 1968; Klimov, 2004; Leontiev, 1972; Lomov, 1982; Mitina, 2019; Myasishchev, 1960; Platonov, 1986; Supper, 1953; Yatsenko & Gluzman, 2015) testifies for the inseparability of the personal development of a specialist with the process of professional formation.

The concept of "professional formation" is the most voluminous. It covers the entire range of processes that arise during the formation and change of personality in various periods of mastering the profession, including in the conditions of an educational institution. This is a process of personality changes characterized by the appearance and consolidation of mental neoplasms that reflect the positive dynamics of personality development at the stage of professional training and in the professional sphere of activity and communication.

The problem of personality formation is studied mainly from the point of view of the influence of professional activity qualitative changes in personality. Thanks to an in-depth review of psychological and pedagogical research, there is a reason to consider this aspect from a different position – it is the process of self-knowledge that affects the success of professional development and self-realization of a specialist's personality.

Based on the analysis of psychological and pedagogical literature, we systematized the concept of "professional formation". In their works, researchers (Klimov, 2014; Povarenkov, 2002; Pryazhnikov, 1999) pointed out that the formation of personal and professional competence, which determines the degree of self-realization, is central in the process of professional development.

Professional development contributes to the self-realization of a specialist's personality, contains professional aspirations, motives and goals, and also connects personal and professional self-improvement. Professional development of the individual cannot be realized simultaneously and finally, since the actual process of development is determined by its own laws and characteristics such as gradualness, consistency, length in time, the influence of external and internal factors. This is a time-based and step-by-step process of mastering a profession from the beginning of the formation of professional intentions to the end of active professional activity. In this process, professional and personal developments are two interrelated processes, since the subject of professional activity can also manifest himself as a person. Although, from the point of view of E. F. Zeer (2003), the core of professional formation is the development of the individual in the process of professional training, mastering
the profession and performing professional activities. Professional development of a future specialist is a step-by-step, dynamic and controlled process of a student's entry into the profession, during which there are qualitative transformations of the individual, leading to the development and change of personal and professional qualities, to the formation of a positive attitude to the profession. The professional development of the future specialist is limited in time and is only one of the stages of the professional development of the individual. Therefore, a significant role is played by the way in which professional education is carried out, since at this stage of professionalization, the professional self-consciousness of the individual is formed, and hence the professional orientation. In this regard, the solution to the problem of training qualified specialists should be focused on the development of the student as a person and a subject of professional activity. The problem of the effectiveness of this process leads to the search for conditions and factors that significantly affect this process and its results. The organization of the educational process should technologically ensure the creation of such situations, and hence the special importance of new pedagogical technologies and projects of professionally oriented educational situations. Modern educational technologies as an object of research of psychologists and teachers should provide the teacher with a real opportunity to demonstrate professional methods and norms of the specialist's activity, and for the student – to create conditions for the use of the mechanism of professional identification and the development of professionally important personal qualities.

The comparison of the features of the professional activity of future specialists that affect the professional development of the individual allows us to identify the general conditions that ensure the success of their development in the course of professional training at the university.

Forms and methods of career guidance work:

applicants – conversations with a student, with a parent, studying the personal files of applicants, characteristics in order to get acquainted with future students, their living conditions, environment, identify conflict situations, problems, behavioral skills, draw up a social portrait, determine the predisposition to mastering a particular profession (before the start of training);

1st course – diagnostics of psychological individual-typological features of personality, psychological and pedagogical support of students with disabilities during the period of adaptation to the educational process at the university, assistance in planning personal and professional growth by disabled people, in solving personal problems and problems of socialization, assistance in building constructive relationships with the social environment, prevention of deviant and delinquent behavior;

2nd course – assistance to students with disabilities in designing their personal and professional path, strengthening self-confidence, psychological assistance to disabled people who are in a state of current stress, assistance in solving personal problems and socialization problems; improvement of forms of individual work with this category of students in the educational process; organization of a system of effective control over the educational activities of disabled people;

3rd course – strengthening professional principles in the content of the educational process, attracting students with disabilities to research work in accordance with their interests, activating socially useful activities of disabled people in the university, helping to organize and pass practical training;

4th course – assistance in the development of students activity in the aspect of their professional training, increasing the level of their self-organization and self-education; teaching disabled people skills to overcome stress; prevention of emotional burnout, development of socio-psychological competence; assistance in solving professional and personal problems; analysis of the degree of adaptation and socialization of graduates to the practical content and real conditions of their professional activity; activation of the formation of an individual style of activity and further self-education of disabled people, their self-awareness.

The main directions of psychological and pedagogical support for the professional development of students in an inclusive university are: promotion of professional knowledge, professional and psychological education, both students and teachers; pedagogical diagnostics, psychodiagnoses, aimed at studying the characteristics of the student's personality; motivation of students educational activities; professional and pedagogical advice to students (on any problems that arise) and teachers (on training and establishing relationships with students). The dialogical form of communication between them depends on the nature of contradictions and discrepancies that arise in the process of professional training of students. Successful resolution of conflicts of professional development requires high psychological and pedagogical competence from the curator. It consists of the ability to understand the features and trends of rapidly changing professions in the
modern world and their demand in the labor market; have knowledge of the laws of the formation of abilities and inclinations, possess methods of diagnosis and correction, clearly understand the role of natural and acquired in the development of personality and the formation of its professionalism. The future profession for the student is a means of personal realization, which will become the source of his existence, professional career growth and personal development.

Thus, the work on the formation of a group removes the adaptive difficulties of professional development of students in an inclusive educational environment, provides a change in the structure of individual consciousness, which is one of the signs of professional and personal self-development. Curatorship is one of the professional functions of a university teacher, associated with psychological and pedagogical support of students as adult learners. The student's personality is a complete self-organizing system, but its psychosocial development continues. It needs competent management on the part of teachers, because many qualities still continue to arise and develop, especially in the professional sphere. Therefore, curatorship involves such psychological and pedagogical support of students, which is especially necessary for young people growing up in the process of professional training at a university. The functions of the curator's activity may be of a different nature (informational, organizational, communicative, monitoring, control, etc.), but they fully contribute to a faster and more conscious professional development of the student.

In scientific research, the effectiveness of training future teachers for inclusive education has been proved by the following methods and technologies: the technology of contextual learning in the formation of inclusive competence of future teachers in the process of professional training (Khafizullina, 2008); business and role-playing games as methods of contextual learning in the formation of professional value orientations of future teachers working with children with disabilities (Andrievskaya, 2015); metasubject competence-contextual technology, which involves a meaningful transformation of academic disciplines (organic inclusion of material focused on positioning the values and principles of inclusive education in the content and structure of various academic disciplines (Khitryuk, 2013); modular training technology (Kuzmina, 2015; Samartseva, 2012); problem-based learning technology problem-based lectures, elements of educational dialogue, design technology, situational learning, game technologies (Abramova, 2011); case-technologies and training sessions based on the results of S.A. Cherkasova's research (Cherkasova, 2011) form student's motivation to work with students with disabilities and competence to update their knowledge on inclusion issues. Thus, these technologies allow us to take into account the socio-psychological characteristics of students and design a practice-oriented process of professional training of future teachers-psychologists.

Methodology

Professional development, being a stage of professional development and at the same time personal development of the subject, since the individual in the process of professional activity is the carrier of professional competencies. In addition to professional skills, researchers note special personality traits that allow them to carry out the process of activity and get the appropriate results. On the other hand, being formed as a subject of professional activity, realizing the social significance of their profession, mastering the system of motives and forming the attitude of others to themselves as a specialist, a professional develops as a person.

Based on the analysis of psychological and pedagogical literature, we have identified the following approaches to the study of professional development:

- Procedural includes the study of the features of professional development (static characteristics) and the dynamics of the development process (dynamic characteristics) (Badalova, 2004; Povarenkov, 2002; Super, 1953);
- Statistical considers personality as a stable system that includes a set of qualities, individual mental and psychophysical properties that ensure the mastery of a profession (Holland, 1968; Parsons, 1959);
- Dynamic involves the consideration of the individual as an integral and integral system (Kudryatsev, 1986; Orudzhev, 1985);
- The holistic approach considers the process of professional development as an individual process, as a single holistic process that lasts throughout a person's life (Ananiev, 2001).

Researcher Z.A. Orudzhev (1985), studying the professional formation of a specialist as a holistic process, identified the following stages: professional orientation and choice of profession, adaptation to the conditions of an educational organization (educational activities and social environment); formation of professional readiness...
in the process of studying at the university (professional knowledge, skills, abilities, motives, volitional readiness, evaluation component of readiness); professional adaptation; improvement of professional aptitude in the course of practical activity.

Thus, professional development and the formation of a personality is considered as an integral part of personal development, so it is important to study the dynamics of individual characteristics of a personality, its propensity to master a particular activity and creative aspirations.

Researchers, focusing on certain aspects of professional development of the individual, study the dynamics of professional development (the procedural approach), or analyze the personal characteristics of a professional specialist (the structural approach).

In the context of the problem under study, it is necessary to determine the criteria for the readiness of the individual for professional activity.

**Results**

To solve the stated problem, on the basis of the Moscow State University for the Humanities and Economics among the students of the Faculty of Psychology and Pedagogy of the training areas "Psychological and Pedagogical education" and "Psychology", we implemented a developing training program "Ladder of professional development", the main task of which is to form professional and pedagogical motivation during university training.

As part of the implementation of this stage of the pilot study, the following tasks were set: 1. Formation of students' social activity, development of creative thinking, formation of an active life position. 2. Increasing the level of independence in solving problems, motivation to achieve success, obtaining skills of skillful self-presentation, effective search for social support by young people. 3. Inclusion of students in socially significant voluntary activities aimed at solving the problems of people in need of help and support. 4. Working out the skills of active self-change (self-esteem, motivation, level of tension of behavior, etc.), contributing to the mastery of young people constructive strategies for overcoming difficult life situations. 5. Development of social skills (planning and analysis of activities, calculation of necessary resources, consideration of possible risks, critical understanding of the work done).

The structure of the implemented training included 4 sections: organizational (determining the goals and objectives, conducting self-assessment diagnostics of professional and pedagogical motivation, personal competitiveness, studying the motivation of students at the university, forming a group, discussing the rules and principles of work), informational and educational (communication of information about the types of motivation, the influence of motivation on the success of professional development), developmental and operational (training sessions – "Professional psychology", "Me and the university: professional trajectory", "Professional health – what is it", "Strategies for solving educational and professional problems", "Psychological safety of professional activity", "Conflict management in the youth environment"; "Pyramid of professional and value orientations", etc.), reflexive components (discussion of results, control and diagnostic experiment). The program is designed for 16 classes, held 2 hours a week, lasting 40-45 minutes.

Expected result of the program – the personality of a disabled student, socialized to the conditions of the educational environment; a person who is able to overcome difficulties and problems of both personal and social nature, able to preserve their individual characteristics, while accepting the conditions of the surrounding society.

The study involved 60 students of the Faculty of Psychology and Pedagogy.

For this purpose, we used the questionnaire "Self-assessment of professional and pedagogical motivation" by V.V. Boyko. The data is presented in Table 1.

**Table 1.**

*Indicators of professional and pedagogical motivation of students of an inclusive university at the ascertaining and control stages of the experiment*

<table>
<thead>
<tr>
<th>Name of scales of professional and pedagogical motivation of students</th>
<th>Indicators of professional and pedagogical motivation of students</th>
<th>The ascertaining stage of the experiment</th>
<th>Control stage of the experiment</th>
<th>The magnitude and significance of the ϕ-criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Abs.</td>
<td>%</td>
<td>Abs.</td>
</tr>
<tr>
<td>High level</td>
<td>12</td>
<td>20</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>Intermediate level</td>
<td>19</td>
<td>31.7</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>Low level</td>
<td>29</td>
<td>48.3</td>
<td>19</td>
<td>31.7</td>
</tr>
</tbody>
</table>

Note: * 1.64-p ≥0.05, ** 2.31-p ≥0.01.
Analysis of the data in Table 1 shows that after the formative stage of the experiment, the number of subjects increased by 3.3% on the "high level of motivation" scale, the number of subjects increased by 13.3% on the "medium level of motivation" scale, and the number of subjects increased by 16.6% on the "low level of motivation" scale. The analysis of intra-group differences using the criterion φ-Fisher's angular transformation showed that at the stage of the control experiment, statistically significant differences at the level of p 0.05 were revealed in the group according to the indicator "low level". No significant differences were found for the other indicators. Thus, the data obtained indicate that after the formative stage of the experiment, the majority of students are characterized by an average and high level of professional and pedagogical motivation, which largely determines the setting of goals, awareness of actions and actions to perform professional activities.

Then we used the questionnaire "Express diagnostics of personal competitiveness". The data is presented in Table 2.

**Table 2.**

*Indicators of personal competitiveness of students of an inclusive university at the ascertaining and control stages of the experiment*

<table>
<thead>
<tr>
<th>The name of the scales of personal competitiveness of students</th>
<th>Indicators of personal competitiveness of students</th>
<th>The ascertaining stage of the experiment</th>
<th>The ascertaining stage of the experiment</th>
<th>The magnitude and significance of the φ-criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Abs.</td>
<td>%</td>
<td>Abs.</td>
</tr>
<tr>
<td>High level of personal competitiveness</td>
<td></td>
<td>9</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Average level of personal competitiveness</td>
<td></td>
<td>11</td>
<td>18.3</td>
<td>22</td>
</tr>
<tr>
<td>Insignificant level of personal competitiveness</td>
<td></td>
<td>12</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>A slight predominance of properties that prevent the</td>
<td></td>
<td>9</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>manifestation of personal competitiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A pronounced level of predominance of properties that</td>
<td></td>
<td>10</td>
<td>16.7</td>
<td>6</td>
</tr>
<tr>
<td>prevent the manifestation of personal competitiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A high level of dominance of properties that prevent the</td>
<td></td>
<td>9</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>manifestation of personal competitiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * 1.64-p ≥0.05, ** 2.31-p ≥0.01.

Analysis of the data in Table 2 shows that after the formative stage of the experiment, the number of subjects increased by 11.7% on the scale "high level of personal competitiveness", the number of subjects increased by 18.4% on the scale "average level of personal competitiveness", the number of subjects decreased by 6.7% on the scale "insignificant level of personal competitiveness", the number of subjects decreased by 4.7% on the scale "insignificant predominance of properties that prevent the manifestation of personal competitiveness", %, according to the scale "pronounced level of predominance of properties that prevent the manifestation of personal competitiveness", the number of subjects decreased by 6.7 %, according to the scale "high level of dominance of properties that prevent the manifestation of personal competitiveness", the number of subjects decreased by 10 %.

The analysis of intra-group differences using the criterion f - Fisher's angular transformation showed that at the stage of the control experiment, statistically significant differences at the level of p 0.01 were revealed in the group according to the indicator "average level of personal competitiveness", and statistically significant differences at the level of p 0.05 were revealed according to the indicator "insignificant level of personal competitiveness", "high level of dominance of properties that prevent the manifestation of personal competitiveness". No
statistically significant differences were found for the other indicators. Thus, after the formative stage of the experiment, the number of subjects with a high and average level of personal competitiveness, expressed in such psychological qualities of the individual as responsibility, purposefulness, communicative competence, which are both personal and professionally significant at the same time, their presence increases the possibility of self-realization in the professional and social spheres, significantly increased.

At the next stage of the study, we used the questionnaire "Methodology for studying the motivation of studying at a university" by T.I. Ilyina. The data is presented in Table 3.

Table 3.
Indicators of studying the motivation of teaching students of an inclusive university at the ascertaining and control stages of the experiment

<table>
<thead>
<tr>
<th>Name of the scales of motivation of students’ learning</th>
<th>Indicators of students’ motivation to study at the university</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ascertaining stage of the experiment</td>
</tr>
<tr>
<td></td>
<td>Abs.</td>
</tr>
<tr>
<td>Acquisition of knowledge</td>
<td>17</td>
</tr>
<tr>
<td>Mastering a profession</td>
<td>21</td>
</tr>
<tr>
<td>Getting a diploma</td>
<td>22</td>
</tr>
</tbody>
</table>

Note: * 1.64-p ≥0.05, ** 2.31-p ≥0.01.

Analysis of the data in Table 3 shows that after the formative stage of the experiment, the number of subjects increased by 6.7% on the scale of “acquiring knowledge”, the number of subjects increased by 15% on the scale of “mastering a profession”, and the number of subjects decreased by 21.7% on the scale of “obtaining a diploma”. Analysis of intra – group differences using the criterion ϕ-Fisher’s angular transformation showed that at the stage of the control experiment, statistically significant differences at the level of p 0.01 were revealed in the group on the indicator “obtaining a diploma”. No statistically significant differences were found for the remaining indicators. Thus, after the formative stage of the experiment, the number of subjects with a positive motivation to study at a university to acquire knowledge and master a profession significantly increased, which confirms their desire for professional goal-setting, motivation to obtain professional psychological and pedagogical knowledge that contributes to the formation of a constructive model of behavior in life situations, the development of a strategy for effective interaction, under the influence of which the individual becomes socially active, striving to achieve success.

Based on the above, it should be noted that after the formative stage of the experiment, there were positive changes in the professional needs and motivational sphere of students of an inclusive university, the level of indicators of socio-psychological activity necessary in future professional activities increased.

Discussion

In the process of professional development of future specialists at the university, problems of self-determination constantly arise when choosing a specialty or specialization. Professional development of students is carried out as a system of transition from academic educational activities (lectures, seminars, laboratory classes, practical classes in a foreign language) through the forms of quasi-professional activities (research work, industrial practice, coursework, diploma project) to real professional activities. Such support during the course of study at the university may have a different degree of involvement in the life and educational activities of the student. In the 1st year, you need help in adapting to new living conditions and the requirements of the university for the implementation of the educational process, in the senior years, you need help in scientific and professional development. In the 1st year, the question for the student: "Did I choose the right profession?" becomes the main one. But the first step in choosing a profession has already been taken, the educational process is underway, and it is impossible to change the situation and make another choice in the near future. Adaptation to the new conditions of life and study is mainly influenced by the following factors: the restructuring of the leading type of activity (educational activity at the university has a relative "freedom" compared to school education); changes in socio-economic conditions of life; changes in the student's attitude to himself, to other students, their
relationship with the traditionally distinguished aspects of self-awareness (self-esteem, level of claims, self-control); changes in motivational and moral values; lack of understanding of new special subjects, and as a result, dissatisfaction with professional education. In an inclusive university, there is a professional psychological service that successfully solves the problems of psychological and pedagogical support of students, helps to eliminate the conflicts of professional development.

Each teacher performs two functions in an inclusive university: 1) The function of a mentor and a curator, communicates with the student's parents, the dean's office and the graduating department, i.e., the curator acts as a link between the family and the study, on which, to a greater extent, his future professional career depends; 2) The function of a consultant-psychologist for students in order to prevent and resolve emerging conflicts of the student in the educational environment. These functions are mainly aimed at effective preventive work to prevent conflicts of professional development of students, since it is professional development that acts as a subjective indicator that reflects the student's satisfaction with the requirements for the implementation of the curriculum at the university. Prevention of conflicts of professional development of students is possible by diagnosing, correcting and developing psychological competence, developing alternative scenarios of professional life, increasing professional activity, creating professional employment prospects, determining the meaning of their professional activities, reducing the level of claims, self-preservation of professional integrity of the individual.

Conclusion

The conducted research allows to draw a conclusion about the need for: theoretical substantiation of psychological and pedagogical support for professional self-determination of students, as a technology aimed at forming a subjective professional position of university students through joint actualization of individual professionally-oriented educational requests and organizational and pedagogical support for professional and personal development of students in the educational space of the university; development of stages (propaedeutics, identification, individualization, approbation) and their content in the educational space of the university, which is a resource for professional and personal development of students; determination of organizational and pedagogical conditions for psychological and pedagogical support for the professional development of students with disabilities, allowing to implement the stages proposed in the model when studying at the university: diagnostic, socio-professional, academic, coordination; analysis of existing methods for diagnosing students' personal characteristics and selection of the optimal method of career guidance diagnostics for the higher education system, which reveals students' personal characteristics, professional interests, motivation and abilities; presentation of a model of psychological and pedagogical support for the professional development of students, including those with disabilities and disabilities, in the educational space of the university, the system-forming component of which is the identification stage, which allows identifying potentially beneficial areas of professional development for the student; introduction to the educational space of the university of a system of career guidance activities aimed at the development of professional self-determination of students, including those with disabilities (job fairs, master classes and seminars with the involvement of representatives of employers and graduates, psychological trainings aimed at the development of career competencies, the creation of groups in the social network, sites of information support); development and testing of adapted teaching aids for training students with disabilities ("Career Technology", "Psychotechnologies of professional image formation"), aimed at adapting students to the labor market and planning their individual professional and personal development in the educational space of the university; the results of the study are implemented in the activities of the Department of Pedagogy and Psychology in the form of a system of psychological and pedagogical support, which is implemented in accordance with the stages presented in the model.

The results of the study can be used in the development of curricula, work programs of disciplines (including adapted ones) implemented within the framework of higher education, educational and methodological manuals, as psychological and pedagogical support for the professional development of university students with disabilities.

References


